LANGUAGE FOR MEANING

Making Words Work

McKEE · HARRISON

State of Kansas

132

LANGUAGE FOR MEANING

ED124

Making Words Work

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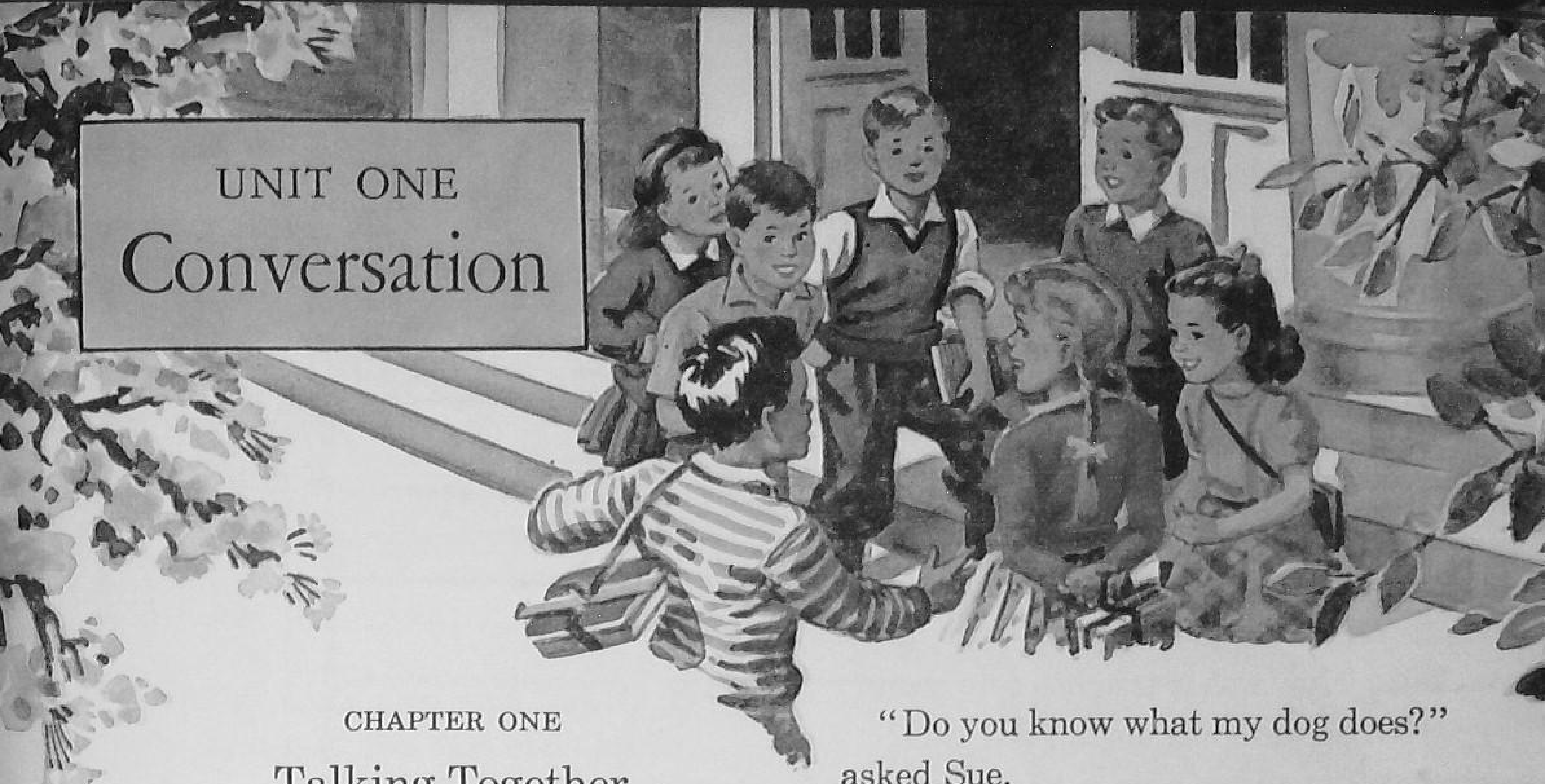


UNIT ONE
Conversation

CHAPTER ONE

Talking Together

1. Talking About Pets

To read to yourself

One morning, in front of Carter School, Dick and some of his friends were talking about pets.

"My dog Flash spilled paint on Dad yesterday," said Dick.

"How did it happen?" asked Peter.

"Oh, Dad left a can of paint on a ladder while he hunted on the ground for a knife that he had dropped," said Dick. "Flash chased a cat around the corner of the house and knocked the ladder down. The paint fell all over Dad's neck and back!"

"Did your dad chase Flash?" asked Joe.

"No," said Dick. "Dad knows that he can't catch Flash! He was too busy cleaning the paint off, anyhow."

"Do you know what my dog does?" asked Sue.

"No, what?" said Mary.

"He goes into the woods by himself and hunts rabbits," said Sue.

"If he ever brings one home alive, may I have it for a pet?" asked Jill.

"Surely," replied Sue.

"What do you want rabbits for, Jill?" asked Peter. "I've never seen one that would do anything except eat and sleep. They're no fun!"

"They're fun to take care of," said Sue. "I like to watch a rabbit wash its face."

"You ought to get a calf, a goat, and some ducks, Jill," said Ben. "Have you ever tried to ride a calf?"

The boys and girls had a good time talking about pets until the first bell rang. All of them took part by telling things and by asking questions. No one talked long at a time.

When people talk together in the way that Dick and his friends did, the talking is called **conversation.**

Thinking about pets

Think of things that you could tell about pets. The pictures and questions under them may help you. These questions may help you too:

1. What tricks have you seen a pet do? How was it taught to do them?
2. What animals make good pets?
3. What funny things have you seen a pet do? What fun have you had with a pet?
4. What pet would you like to have? What would you teach it to do?

Talking together about pets

1. Take part in the conversation by telling things and by asking questions.
2. If you have something to say, talk when no one else is talking.

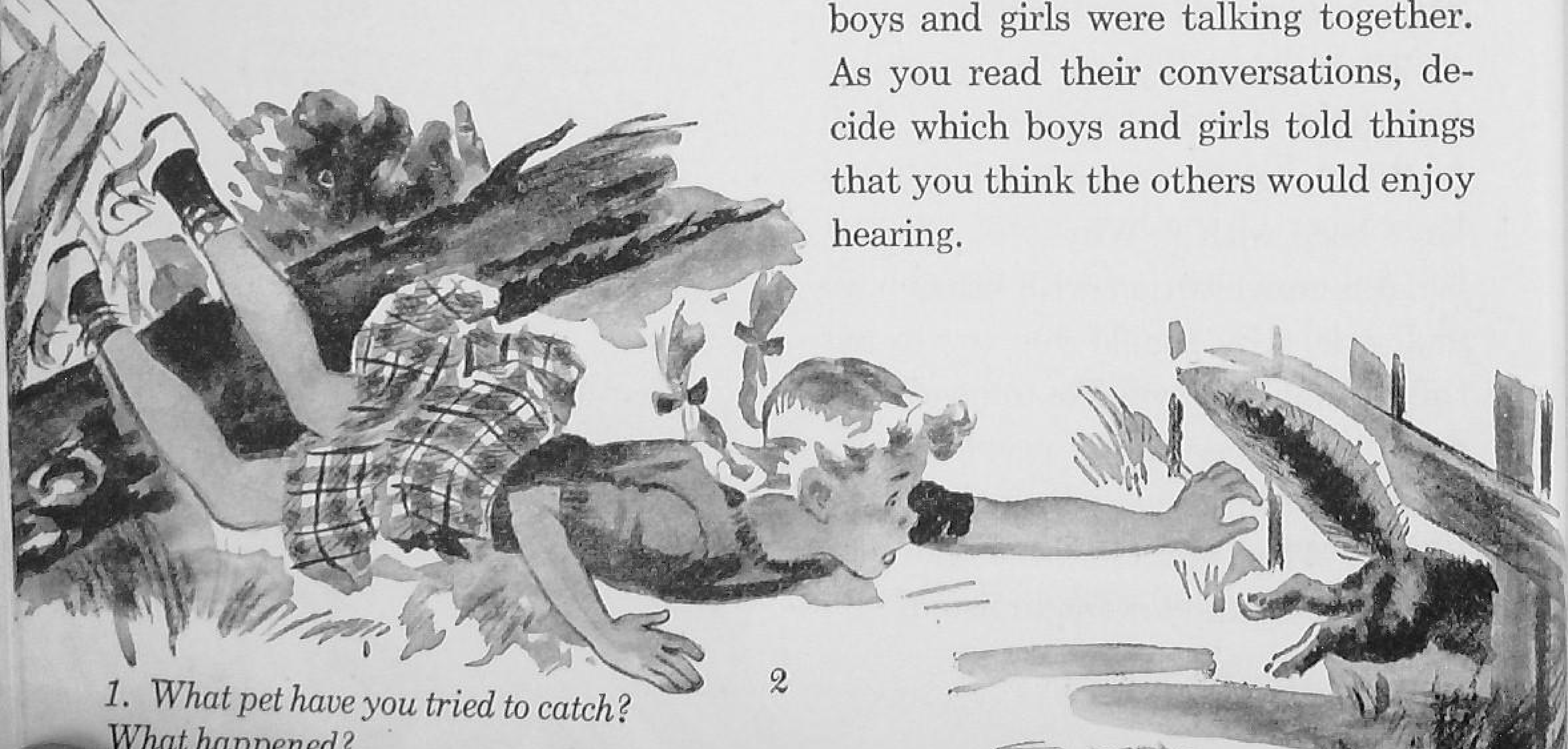
2. What have you done or seen others do to take care of a pet?

3. Do not talk too long at a time. Give everyone a chance to talk.
4. Listen to what others say. If you do not understand what someone says, ask him to explain.

2. Telling Interesting Things

To read to yourself

On the playground, two groups of boys and girls were talking together. As you read their conversations, decide which boys and girls told things that you think the others would enjoy hearing.



1. What pet have you tried to catch? What happened?

(1)

BOB: I saw a young owl in a tree today. Some robins and blue jays were having a fight with him.
SALLY: What for?
SUE: Sometimes owls eat young birds. I think the older birds wanted to keep him away from their nests.
BEN: Owls help the farmers. They kill mice. Dad says owls are better mousers than most cats.
BOB: I hope so! Most of the cats I know sleep in the sun all day. They're so lazy that the mice won't even run away from them.

(2)

JOE: My cap is torn! See?
TOM: How did you tear it?
JOE: I don't know.
HELEN: I tore my dress once, but Mother mended it the next day.
JOE: How did you tear it?
HELEN: I don't know or care.
JOE: My cap needs mending now.

Something to talk over together

1. What things told in the two conversations did you enjoy?
2. Which group would you rather have been with? Why?
3. In a conversation with other boys and girls, why should you try to tell things that they will like to hear?
4. In a conversation, people sometimes do not listen to what others say. Why? When you talk, what can you do to make others want to listen?

3. Using What You Have Learned

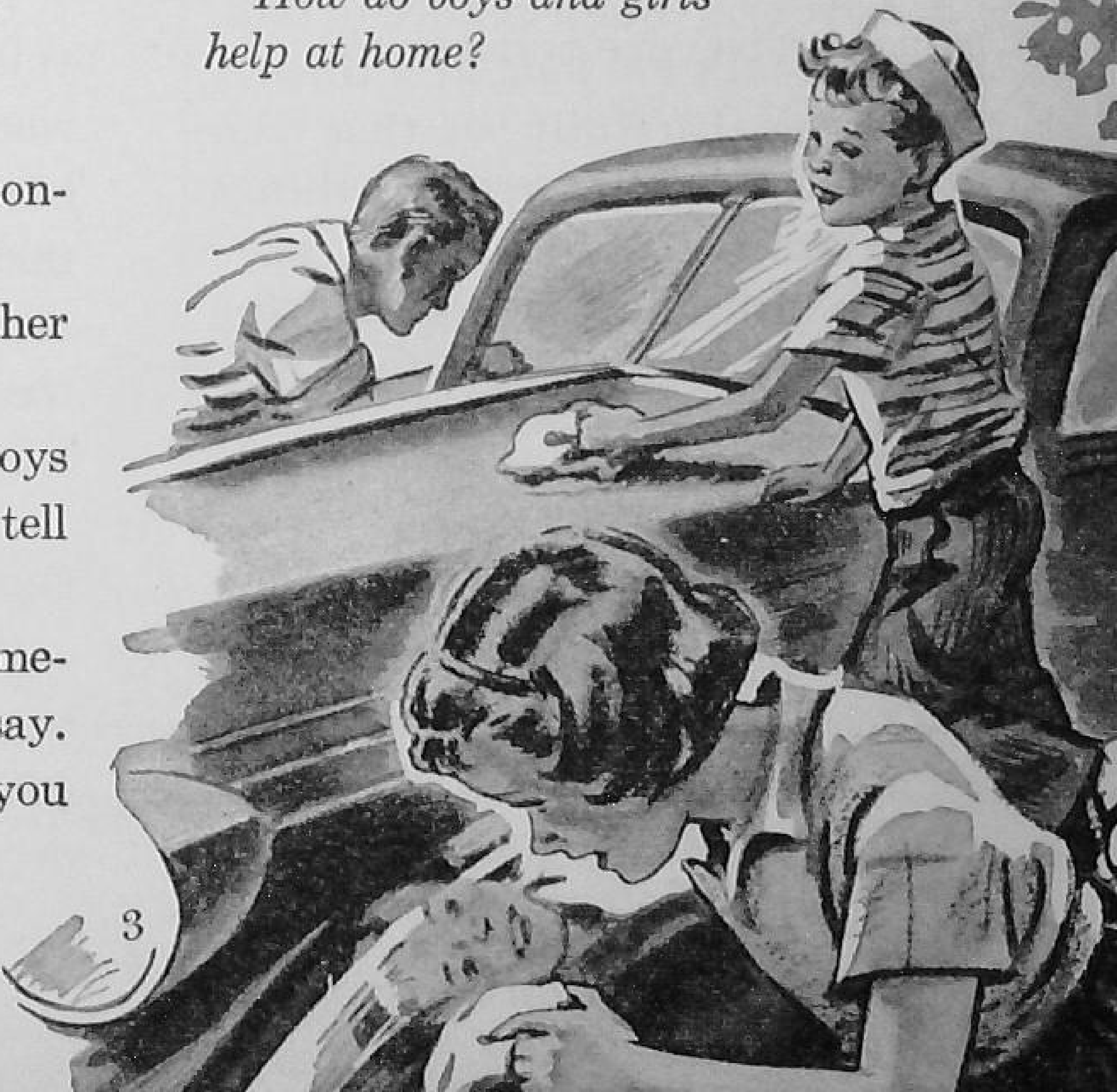
Getting ready for a conversation

Think of a **topic**, something to talk about, for the class to use today. The pictures and questions on this page and page 4 may help you. These questions may help you too:

1. What good stories have you read?
2. What trips have you taken?
3. What are some good games?
4. What can boys and girls make?

When your turn comes, give the topic that you would like most to have the class talk about. When your teacher has written on the blackboard a list of the different topics that have been given, read it carefully. Decide for yourself which topic you like best. Then help the class choose a topic for a conversation.

How do boys and girls help at home?



What funny things can you tell that have happened at picnics?

Talking together

If you are asked to do so, start the conversation by telling something or by asking a question about the topic chosen.

Remember to do these things:

1. Tell things that you think the others will like to hear. Ask questions about things that interest you. If you have something to say, talk when no one else is talking. 2. Give everyone a chance to talk. Do not talk too long at a time. 3. Listen carefully so that you will hear the interesting things that are said. 4. If someone says something that you do not understand, ask him to explain it.

Making a record together

Think of one way in which the class can make its next conversation better than the one it just had. Then think of a sentence which tells what you wish to say. Here are two examples:

1. Do not talk too long at a time.
2. Listen carefully for interesting things to talk or ask about.

When you are asked to do so, give your sentence. The class will decide whether it tells: (a) something that has not been told before, and (b) something that the class can do to make its conversations better. If your sentence is to be used in the record, your teacher will write it on the board.

Copying the record

Write this title about two inches below the top of a sheet of paper: *Making Our Conversations Better.* Under the title write the sentences that

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are in the list on the blackboard. Do these things:

1. Use capital letters in the title where you see them.
2. Number each sentence. Put a period after the number.
3. Begin each sentence with a capital letter. Put a period at the end of each sentence.

Help your class choose a paper to be placed on the bulletin board.

If you need to study more about conversations, do the exercises on page 20.

CHAPTER TWO

Speaking Clearly and Correctly in Conversation

1. Using a Good Voice

To read and do by yourself

In the story of Goldilocks, the little bear speaks with a high squeaky voice. The father bear speaks with a low gruff voice.

Say each of the following two sentences softly to yourself. First, use a high squeaky voice and then, a low gruff voice.

1. Who has been sitting in my chair?
2. Who has been lying in my bed?

Say the sentences softly to yourself in a pleasant voice that is neither high nor low. Use the voice that you use in most of your talking. This is your middle voice.

The little bear's voice was not pleasant to hear because it was squeaky. The father bear's voice was not pleasant because it was gruff.

Every boy and girl can learn to use a voice that is pleasant. Think which of these words tell how a pleasant voice sounds:

loud	cranky	musical	rough
soft	clear	cross	strong
whining	harsh	friendly	cheerful

Talking together

If you are asked to do so, choose one of the sentences that the bears said and say it three times. The first time use your high voice; the next time, your middle voice; and the third time, your low voice. The class will tell you which voice is best for conversation.

Help the class answer these questions:

1. In conversation why should you use your middle voice instead of your high voice or your low voice? Why should you use a soft voice instead of a loud one?
2. When are you likely to use a high and loud voice?
3. What words tell how a pleasant voice sounds?
4. What words tell how an unpleasant voice sounds?
5. Why should every boy and girl try to use a pleasant voice?

A game to play

RADIO GAME. ANSWER, PLEASE

The class is divided into groups. These groups take turns in giving a radio program.

When a group has its turn, the boys and girls in that group take their places behind a screen and choose a leader.

The leader asks questions about Mother Goose rhymes and about stories that the boys and girls know well. Each person in the group takes his turn answering the leader's questions. Each one tries to use a voice that is pleasant but not too loud. In the next column is part of a program that one group gave.

LEADER: Where was the maid in "Sing a Song of Sixpence"?

SPEAKER: The maid was in the garden hanging out clothes.

LEADER: What did the fox say about the grapes that he could not reach?

SPEAKER: Those grapes are sour.

LEADER: What is the rest of the rhyme that begins with "Hey, Diddle, Diddle!"?

SPEAKER ________________.

LEADER: What did old King Cole call for?

SPEAKER: ________________.

As soon as a group has had its turn, the listeners try to guess who was the leader and who answered questions. Then they tell who could be understood easily.

Before your class begins to play the game, it should decide how many

groups to have and who are to be in each group. It should also decide what questions to use.

Asking and answering questions

After your class has played the game, any boy or girl who wishes may ask the class to answer questions such as these:

1. Was my voice loud enough but not too loud? Was it too high?
2. Did I speak too fast or too slowly?
3. How can I speak more pleasantly?

2. Pronouncing Words Clearly and Distinctly

To read and do by yourself

When Billy meant to say, "Why can't you put ten cans all in a row?", he said, "Why cancha put ten cans all'na row?"

When he meant to say, "I'm going to knock them all down in one throw," he said, "I'm gonna knock them all down in one throw."

Billy did not pronounce some of his words correctly. He said *cancha, all'na row*, and *gonna*. If he had pronounced each word distinctly, he would have said, *can't you, all in a row*, and *going to*.

As you say the following pairs of words softly to yourself, pronounce the two words in each pair distinctly.

Say:	*Do not say:*
Billy's mother	Billy smother
have to	hafta
going to	gonna
let me	lemme
give me	gimme
don't know	dunno
can't you	canchew
don't you	donchew
want to	wanna
an hour	a nour

Reading aloud

If you are asked to do so, read aloud the ten pairs of words. Ask the other boys and girls to tell you whether you pronounced the words in each pair correctly and distinctly. If you made any mistakes, correct them.

With your class, help choose boys and girls to read aloud the parts of the speakers in the following conversations. Everyone in the class should be given a chance to read. Find out whether you pronounced your words correctly and distinctly.

(1)

MARY: Billy's mother is going to take us on a picnic. Can't you go, Joe? Don't you want to go, Joan?

JOE: I don't know whether Mother will let me. She is going to give me some work to do.

JOAN: I want to go, but I'll have to ask about it. I think Mother will let me go. Where are we going to meet?

(2)

TOM: Don't you know when Billy's mother is going to get here? I want to get started.

JOAN: I don't know. If you'll let me use your bicycle, I'll ride over to Billy's house.

MARY: You don't have to ride over there. Can't you call Billy's mother on the telephone?

(3)

JOE: Just look at the lunch that Billy's mother brought! Can't you give me an apple and let me have some of those sandwiches now, Mary? I'm starving!

MARY: Can't you give me a better reason, Joe? I'm going to pass everything around as soon as Billy's mother will let me.

BILLY: I want to play some games after we eat, don't you, Tom? Hurry up, Mary. Don't you know that we have to go home before long?

JOAN: Oh, we aren't going to leave until three o'clock. Don't you remember? Billy's mother said that the car would come for us then.

TOM: That's right! We aren't going to leave for more than an hour yet. We don't have to hurry. Just give me plenty to eat and let me have time to eat it.

BILLY: Here, Tom. Why don't you start with an apple?

If you are chosen, say each of the following pairs of words. First, say each pair slowly. Then say each pair as fast as you can without saying *chew* or *cha* instead of *you*.

can't you	won't you	did you
don't you	let you	hit you
kept you	met you	put you

3. Pronouncing Words Correctly

To read and do by yourself

Here are sixteen words that boys and girls often mispronounce. Say them softly to yourself now.

Say:	*Do not say:*
again	agin
once	oncet
picture	pitcher
catch	ketch
get	git
such	sich, sech
for	fur
just	jist, jest
can	kin
from	frum
hundred	hunderd
asked	ast
wish	wisht
kept	kep
across	acrosst
banana	bananner

Working together

If you are asked to do so, pronounce the words in the list above. The other boys and girls will tell you whether you made mistakes, if you wish them to do so.

When your turn comes, read some of these sentences aloud. Ask the class to help you correct any mistakes you made in pronouncing the words printed in *italics* (slanting letters).

1. Today Jill and Sam went to Kling's to *get* their *pictures* taken. They had to go *across* town. *Such* a time as they had!
2. Mr. Kling *asked* whether they wanted their *pictures* taken together.
3. Jill said, "No, we tried that *once*, and I wouldn't do it *again for* a *hundred* dollars. Sam *just can't* stand still."
4. Sam said, "I *can* stand *just* as still as anybody *can*. I *kept* still when I had my *picture* taken the last time. I *wish* you had been here to see *for* yourself."
5. Jill and Sam *just* couldn't decide what to do! Mr. Kling called their Dad on the telephone and *asked* him to come down *from* his office *just* as soon as he could.
6. Finally, Mr. Kling took a *picture* of Jill and a *picture* of Sam. Then he did the same thing *again*. Neither of Sam's *pictures* was good.
7. Sam says that he is tired of trying to *get* a good *picture* of himself. Someone will have to *catch* him before he will try it *again*.

4. Using Words That Tell What You Mean

Thinking out answers to questions

After you read each question, find the group of words at the right that has the same number as the question.

Then choose from the group the word that you would use in answering the question correctly. Use the picture to help you.

1. With what is Jack playing?
2. How does he make it go?
3. What is he holding to?
4. On what kind of walk is Jack riding?
5. What kind of day is it?
6. What building is he passing?
7. What do you think he is looking at?
8. How does Jack feel?

Making a list of words

On a sheet of paper write the numbers 1 through 8. After each number write the answer that you decided upon for that question.

Talking over the answers

If you are asked to do so, read your answers to the questions. Find out whether others chose the same word for each question. Help the class decide which words in each group cannot be used in the answers and why they cannot be.

1. tricycle
   kiddy car
   scooter
   bicycle

2. pulls
   pushes
   paddles
   drives

3. bumper
   footboard
   knob
   handle bar

4. board
   concrete
   tar
   brick

5. cloudy
   cold
   stormy
   sunshiny
   hot

6. church
   factory
   schoolhouse
   home
   store

7. dog
   fire
   friend
   clouds

8. cross
   happy
   peeved
   sick

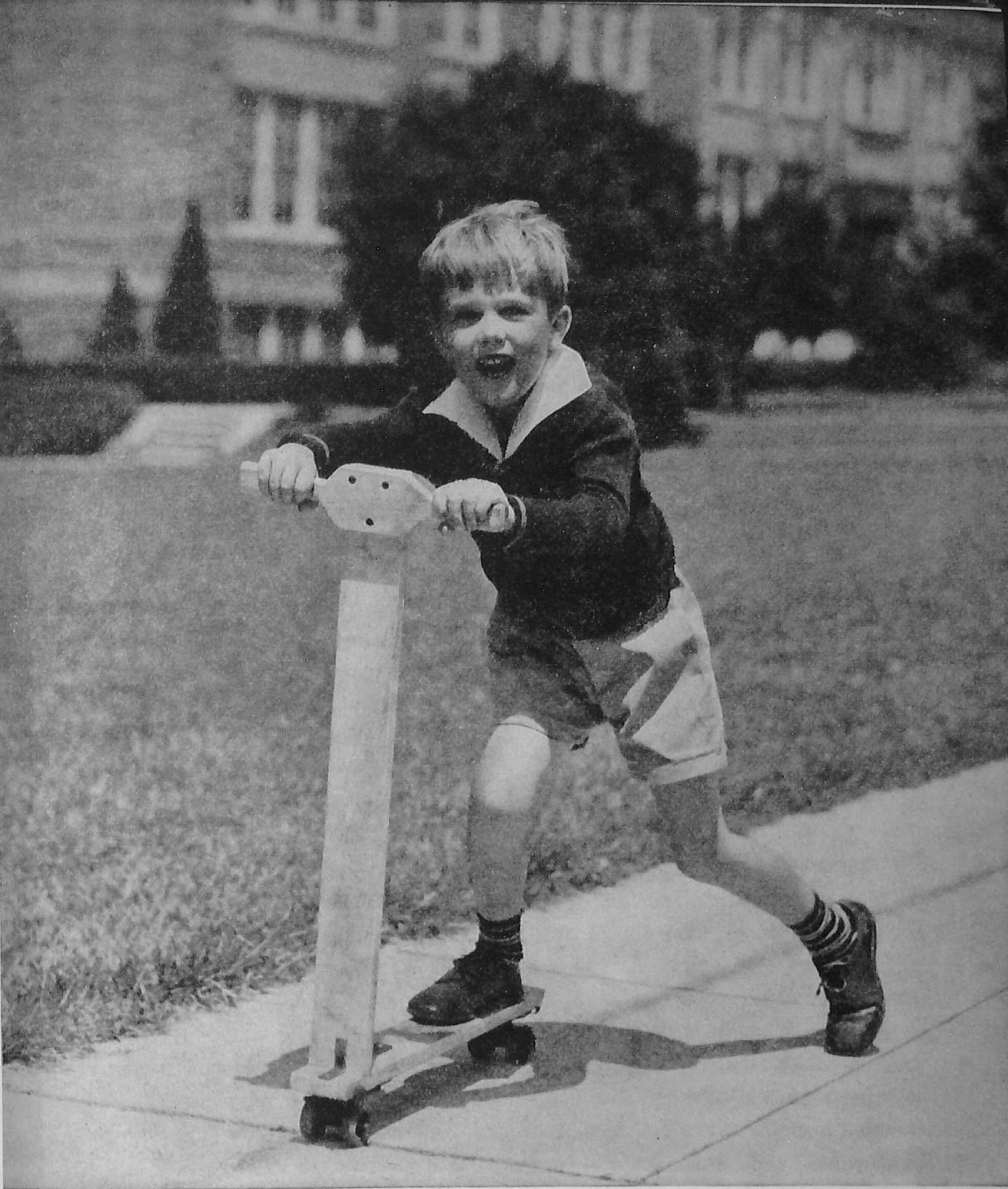
Finding and writing opposites

Pairs of words like *black* and *white* have such different meanings that we call them *opposites*. *High* is the opposite of *low*.

For each word in the two lists below marked A, find an opposite in the lists below marked B. Write each pair of opposites in this way: *black-white*.

A		B	
pulls	hot	pleasant	enemy
cloudy	dark	well	light
sick	friend	pushes	cold
cross	stormy	clear	calm

Let someone check your paper while you check his.



Armstrong Roberts

HELLO, JACK!

Thinking about the picture

Is Jack having a good time? How can you tell? What is he doing? What kind of boy do you think he is? What kind of day is it?

5. Using What You Have Learned

A conversation to read to yourself

"Guess what I did last Saturday night," Bob said one morning as he ran into the schoolroom. "I rode to the city in an airplane with my Dad!"

"Was it a big airplane?" asked Tom.

"It was the biggest one I ever saw," said Bob. "It goes across the United States."

"Was it a sleeper plane?" asked Mary.

"Yes, it was," said Bob, "but we didn't sleep on it. We ate dinner and listened to the radio. We talked to other people too."

"Why didn't you go to bed?" asked Sally.

"We didn't need to," said Bob. "It took only two hours to get to the city. We were there by bedtime."

Thinking about airplanes

Think of things that you can tell or ask about airplanes. Use the picture on these pages to help you. These questions may help you too:

1. What do airplanes carry?
2. Who guides an airplane?
3. Why do people travel by airplane?
4. What airplanes have you seen?
5. How fast do airplanes go?
6. What are airplanes used for?
7. Have you made a toy airplane?

Talking together about airplanes

1. Try to tell things that the class will like to hear. Ask questions about things that interest you.
2. Listen carefully so that you may hear things you wish to know.
3. If someone says something that you do not understand, ask him to explain it.

Working together

The class should choose someone to read aloud its record of ways to make its conversations better. Then the class should decide upon answers to these questions:

1. What does the class still need to do to improve its conversations?
2. Did everyone in the class try to use a pleasant voice?
3. Which words should the class pronounce more distinctly?

CHAPTER THREE

Using Good Sentences in Conversation

1. Making Yourself Understood

To read to yourself

"Fire! Fire!" cried Sam's baby brother as he ran into the kitchen.

"Where?" yelled Sam.

"Fire! Fire!" said the baby as he turned and ran to the front door.

Sam and his mother followed. The baby pointed across the street. There the Brown children and their father were making a bonfire.

Sam and his mother laughed. They had thought that the house was on fire.

Something to read and think over

When Sam's baby brother said "Fire! Fire!" he did not use a sentence. He did not tell anything about the fire. Sam and his mother did not know what the baby meant.

If the baby had been older, he might have used a sentence. He might have said, "The Browns have a bonfire." Then Sam and his mother would have known what he meant.

> **This group of words is a sentence:** ***Mr. Brown made a bonfire.*** **It tells something.**
>
> **This group of words is not a sentence:** ***Across the street.*** **It doesn't tell anything.**

Which of the two groups above makes sense by itself?

Talking together

Help the class decide which of the following groups of words are sentences. If you do not understand why any group is not a sentence, ask your teacher about it.

1. The baby saw a bonfire
2. The Brown children
3. Sweeping the sidewalk
4. The boys raked leaves
5. The girls carried leaves
6. Watching the fire
7. The smoke from the fire
8. They put leaves on the fire
9. To Sam and his mother
10. Everyone was busy

Writing sentences

On a sheet of paper, copy the groups of words that are sentences.
1. Begin each sentence with a capital letter.
2. Put a period at the end of each sentence.

When you think your sentences are correct, show them to your teacher.

2. Using Groups of Words in Making Sentences

To read and think over

In the next column are six groups of words that are not sentences. Think how you can use each group of words in a sentence that tells something. Add any words that you need. The picture on this page will help you think of things to say. Use any names you wish for the people. For example, you could use the words *playing ball* in these ways:

The rain kept Joe from playing ball.
Playing ball is more fun than coasting.

1. raking leaves
2. starting to burn
3. the little girl
4. running up a tree
5. barked and barked
6. kicked a football

Writing sentences

On a sheet of paper, write any three of the six sentences that you have thought out. Do these things:

1. Number each sentence. Put a period after the number.
2. If you use the name of a person, begin it with a capital letter.

Correcting your sentences

1. Did you begin each sentence with a capital letter? Should you have used a capital letter for any other reason?
2. Did you put a period at the end of each sentence?
3. Does each group of words that looks like a sentence tell something? Does it make sense by itself? Is it a sentence?

Working together

If you are asked to do so, read your three sentences aloud. Listen carefully to other sentences that are read. Help the class decide whether anyone wrote just a group of words instead of a sentence.

3. Two Ways To Use Sentences

To read and think over

You can use a sentence to tell something or to ask a question.

> **A sentence that tells something is called a TELLING SENTENCE or a STATEMENT.**
>
> **A period should be placed at the end of a written statement.**

These sentences are statements:

1. Yesterday Joe bought a football.
2. Today he kicked it through a window in Mrs. Brown's house.

A sentence that asks a question is called an ASKING SENTENCE or a QUESTION.

A question mark should be placed at the end of a written question.

These sentences are questions:

1. Why wasn't Joe careful where he kicked his football?
2. Should Joe pay for the window?

Talking together

The class should decide whether a period or a question mark belongs at the end of each of these sentences:

1. The class visited a fire station
2. They went in a big bus
3. What time did they go
4. Who went with them
5. They saw the fire engine
6. What else did they see

When you have a chance, ask a question about something that you see in the picture on this page. Choose a boy or a girl to answer your question.

Writing and correcting sentences

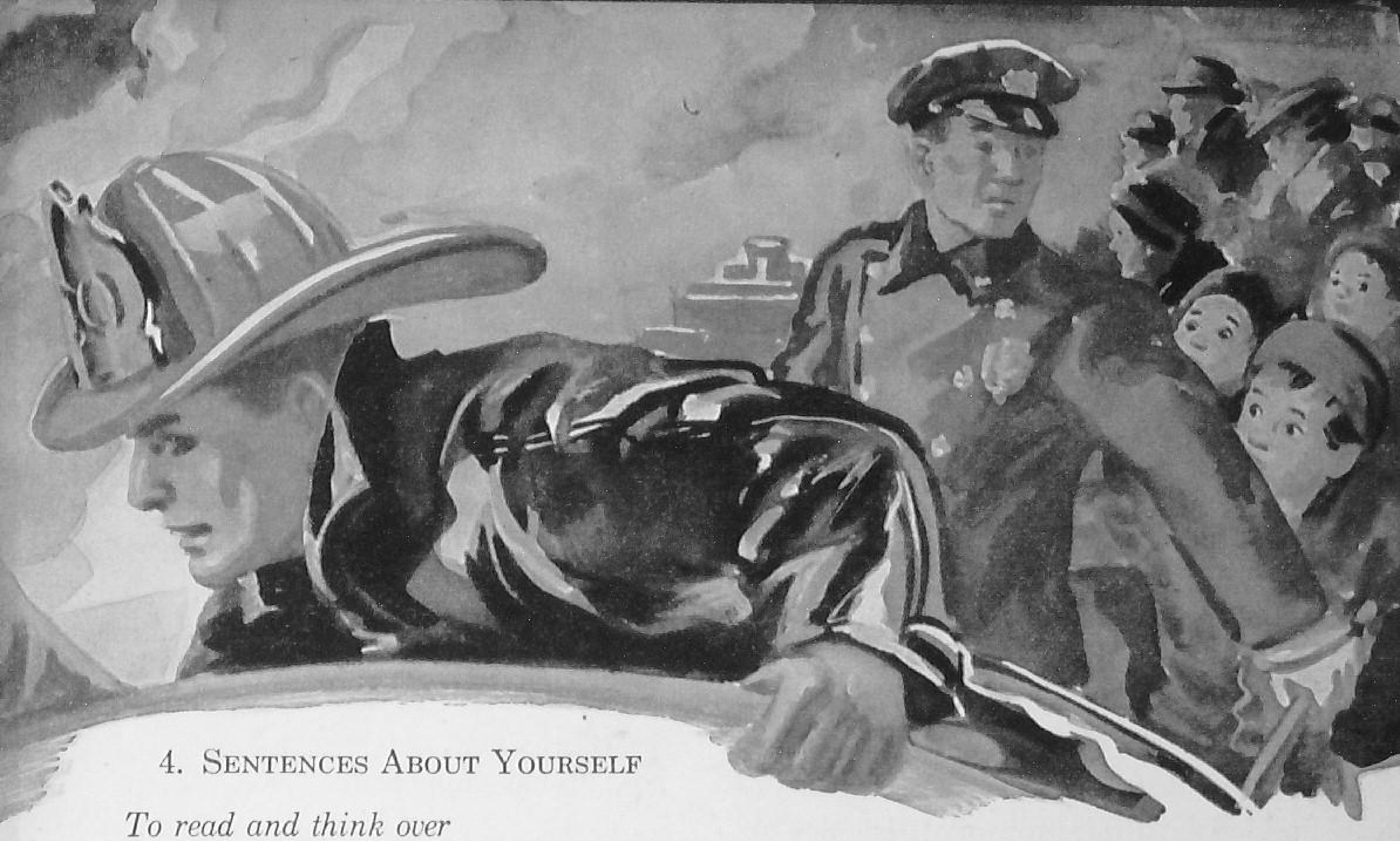
Think of two things to ask and two things to tell about what you see in the picture. Then write two statements and two questions about these things. Use one sentence for each thing.

Use these questions to help you find whether you made mistakes:

1. Did you begin each sentence with a capital letter?
2. Did you put a question mark at the end of each question? Did you put a period at the end of each statement?
3. Does each group of words that looks like a sentence tell or ask something?

Correct any mistakes that you find in your sentences. When the sentences are correct, show your paper to your teacher.

If you need more practice on sentences, do the exercises on page 21.



4. Sentences About Yourself

To read and think over

One day Joan wrote five sentences that answered these five questions:

1. What is your name?
2. In what town or city do you live?
3. How old are you?
4. When is your birthday?
5. To what school do you go?

Here are Joan's answers:

1. My name is Joan Perry.
2. I live in Columbus, Ohio.
3. I am eight years old.
4. My birthday is May 10.
5. I go to Carter School.

Marks such as periods, question marks, and commas (,) are called **punctuation marks.** Where did Joan use punctuation marks in her sentences?

Talking together

Help your class answer these questions:

1. Where did Joan use capital letters in her sentences?
2. Where did she use periods?
3. Where did she use a comma?
4. In writing her sentences, what rule did Joan follow (a) for using a period, (b) for using a question mark, (c) for using a comma? (See next page.)

Writing sentences

On a sheet of paper, copy the five questions that Joan answered. Then write five sentences that are your answers to these questions. Number each sentence. Put a period after each number.

Correcting your sentences

Use these rules to help you find and correct mistakes in your sentences:

> 1. The word *I* should always be written with a capital letter.
> 2. A capital letter should be used to begin:
> (a) the first word of a sentence.
> (b) each name of a person.
> (c) each name of a school, town, city, state, or special place.
> (d) the name of a month.
> 3. A comma should be used between the name of a town or city and the name of a state.
> 4. A period should be used at the end of a statement.
> 5. A question mark should be used at the end of a question.

Correct any mistakes that you find in your sentences. If you wrote a group of words instead of a sentence, use the group in making a sentence.

Show your paper to your teacher.

5. Using What You Have Learned

A conversation to read

SUE: Mother and I went shopping today. She bought me a new coat for my birthday.

MARY: When is your birthday?

SUE: The first of October.

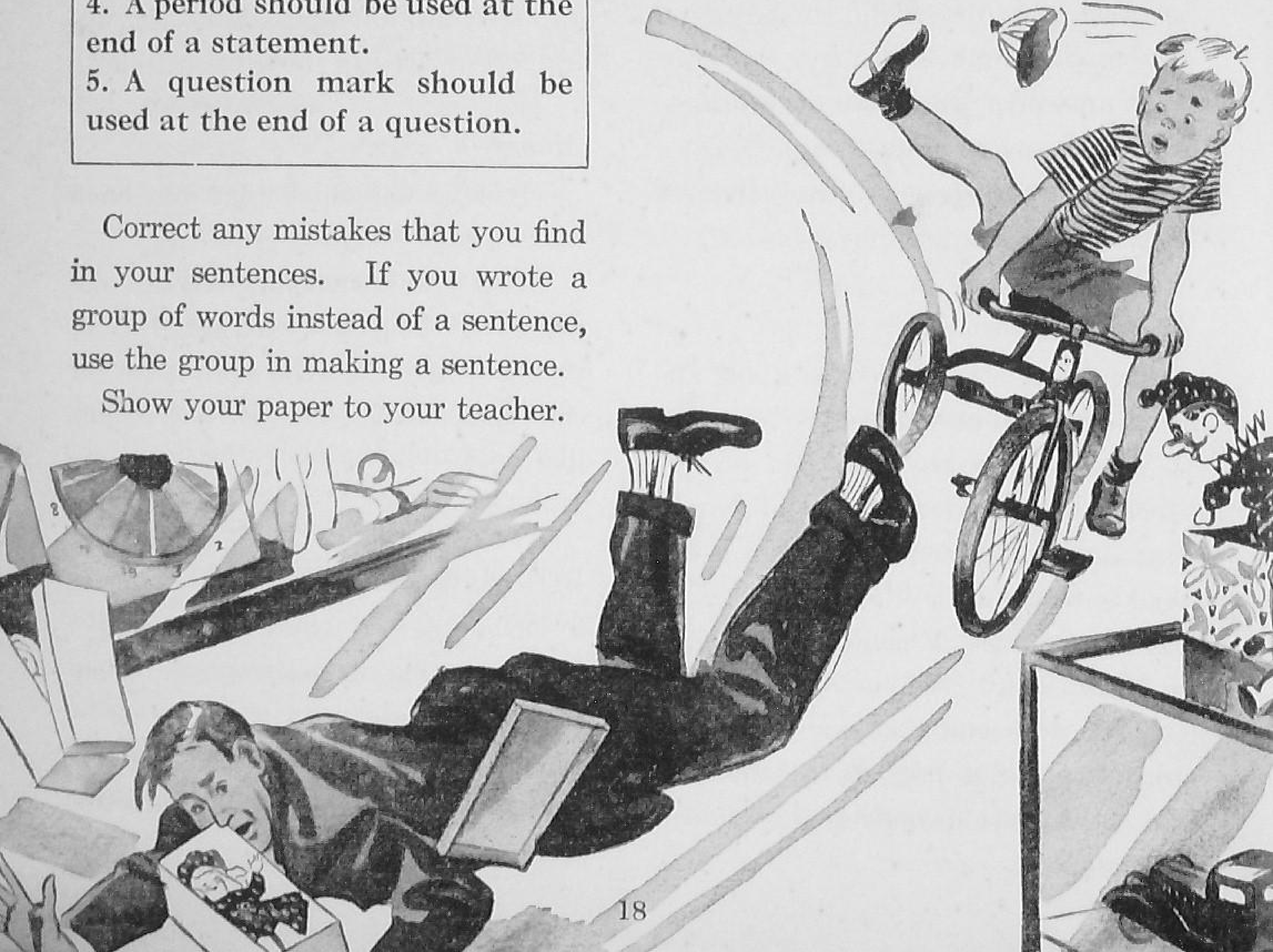
PATTY: Where did you get your coat?

SUE: At one of the big stores. We were in The Toy Shop too. Something funny happened there!

JIM: What was it?

SUE: A boy on a tricycle ran into a man who was carrying a large pile of boxes.

JOE: What happened?



SUE: The man fell down and the boxes flew everywhere.

JIM: What happened to the little boy?

SUE: He was so scared by all the noise that he nearly cried his head off. His mother had to take him out of the store.

JOE: Too bad for him.

MARY: What do you mean? Do you think he got spanked?

JOE: No, I meant it was too bad for him to miss the fun. It's fun to play in The Toy Shop. I've been there.

Thinking of answers

In the conversation, find answers to these questions:

1. In what two ways did the boys and girls use sentences?
2. In answering each of two questions, Sue used a group of words that is not a sentence. Which answers are they?
3. Where are capital letters used?

Talking together

The class should decide upon answers to these questions:

1. When Sue said "The first of October," she used a group of words that is not a sentence. Can you tell what she meant? What was it? Did she need to use a sentence for that answer? Why not?
2. When Sue said "At one of the big stores," she did not use a sentence. Did she need to use one at that place? Why not?
3. When Joe said "Too bad for him," he used only a part of the sentence that he had in mind. Was everyone sure what he meant to say? Did he need to use a sentence? Why?
4. What should Joe have said instead of "Too bad for him"?
5. Do you think that sometimes it is all right to use a group of words instead of a sentence in answering a question? Why? When must you use a sentence?
6. Is the correct punctuation mark used at the end of each sentence in the conversation that you have just read?
7. For what different reasons are capital letters used in the conversation?

Making a record

Think of one thing that you have learned about writing sentences.

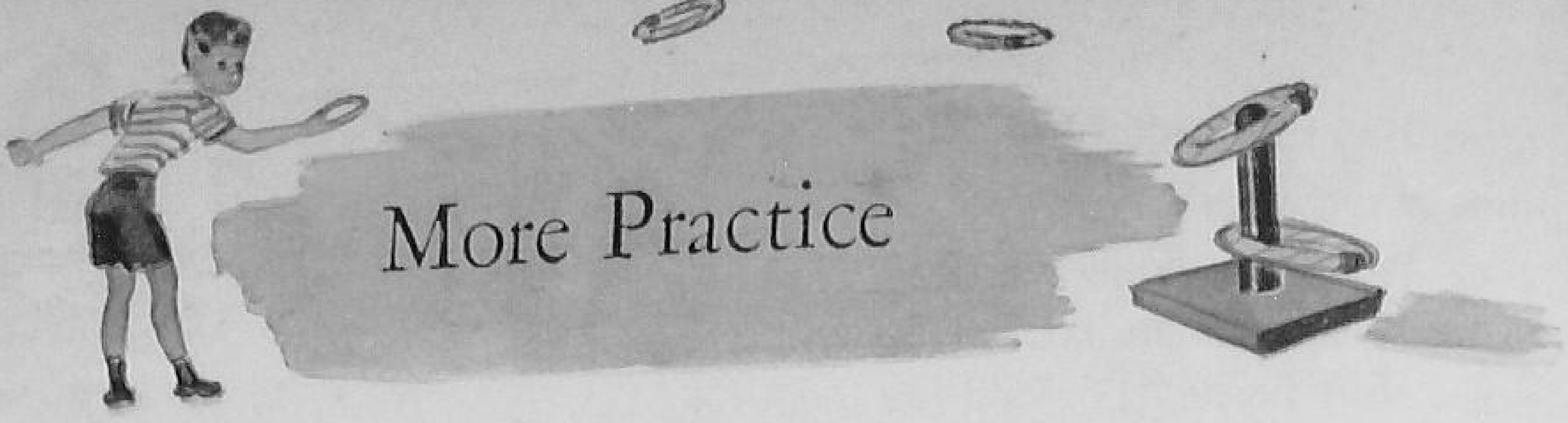
When your turn comes, tell this one thing. If it has not been told before, your teacher will write it in a list on the blackboard. The list may begin like this:

Writing Sentences

1. A statement should end with a period.

When the list is finished, copy it on a sheet of paper.

A copy that is neat and correct should be chosen for the bulletin board.



More Practice

I

To read to yourself

Here are parts of three conversations. Read them carefully and decide which are good.

A

TOM: A happy birthday to you, Mary!
JANE: We have brought you a present. Guess what it is.
MARY: Thank you very much. I hope it is a kitten.
TOM: Yes, it is. We chose the black one with white paws for you.

B

NED: My father knows more than anybody.
BILL: He doesn't know any more than mine.
NED: Yes, he does.
BILL: Who said so?
NED: Lots of people.

C

JIM: Look at our goldfish! They keep coming to the top of the aquarium. Why do they do that?
BETTY: Maybe they want more food.
BOB: I don't think so. That is the way fish act when they need fresh air.
DICK: That means the water is bad. We shall have to put more plants in the water. They will keep it fresh.

Thinking out answers

1. In one conversation a question was asked that brought interesting answers. Was it in A, B, or C?
2. In which conversation was there foolish boasting?
3. In which conversations were the boys and girls polite to one another?
4. Which two conversations were better than the other one?

Some things to write

On a sheet of paper write the numbers 1 through 4, one below another. After number 1, write *A*, *B*, or *C* to show which answer you chose for the first question.

In the same way write your answer for each of the other three questions.

Give your paper to someone to check while you check his. When your paper is returned to you, let your teacher see it.

II

To read and think over

Decide which of the following sentences are statements (telling sentences) and which are questions (asking sentences). Periods and question marks have been left out.

More Practice

1. Jim has a new pony
2. He has named the pony Gypsy
3. What color is Gypsy
4. How old is he
5. Gypsy has a white star in his face
6. He is full of mischief
7. What does he do
8. He breaks down the fence and runs away
9. Where does he go
10. How does Jim catch Gypsy
11. Who helps Jim
12. Gypsy likes sugar
13. Jim coaxes Gypsy into the barn with sugar
14. When did Jim get his pony cart
15. How many can ride in Jim's new pony cart
16. Jim can take three friends with him

Something to write

First, on a sheet of paper write the numbers of the sentences that are statements.

Next, write the numbers of the sentences that are questions.

Copy on your paper five statements. Put a period at the end of each.

Copy five questions. Put a question mark at the end of each.

Read your sentences to make sure that each is correct. Did you begin each with a capital letter?

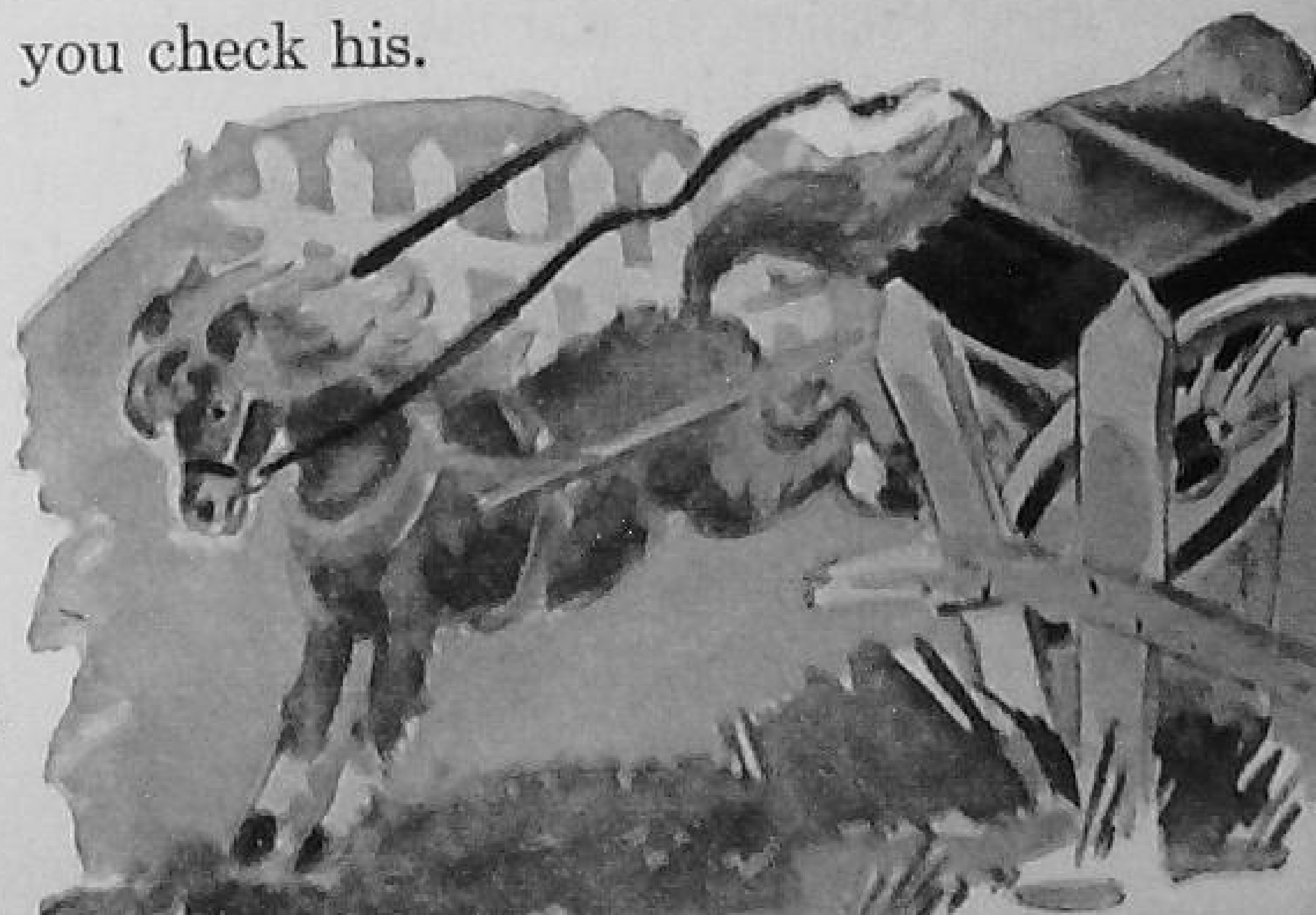
Making up sentences

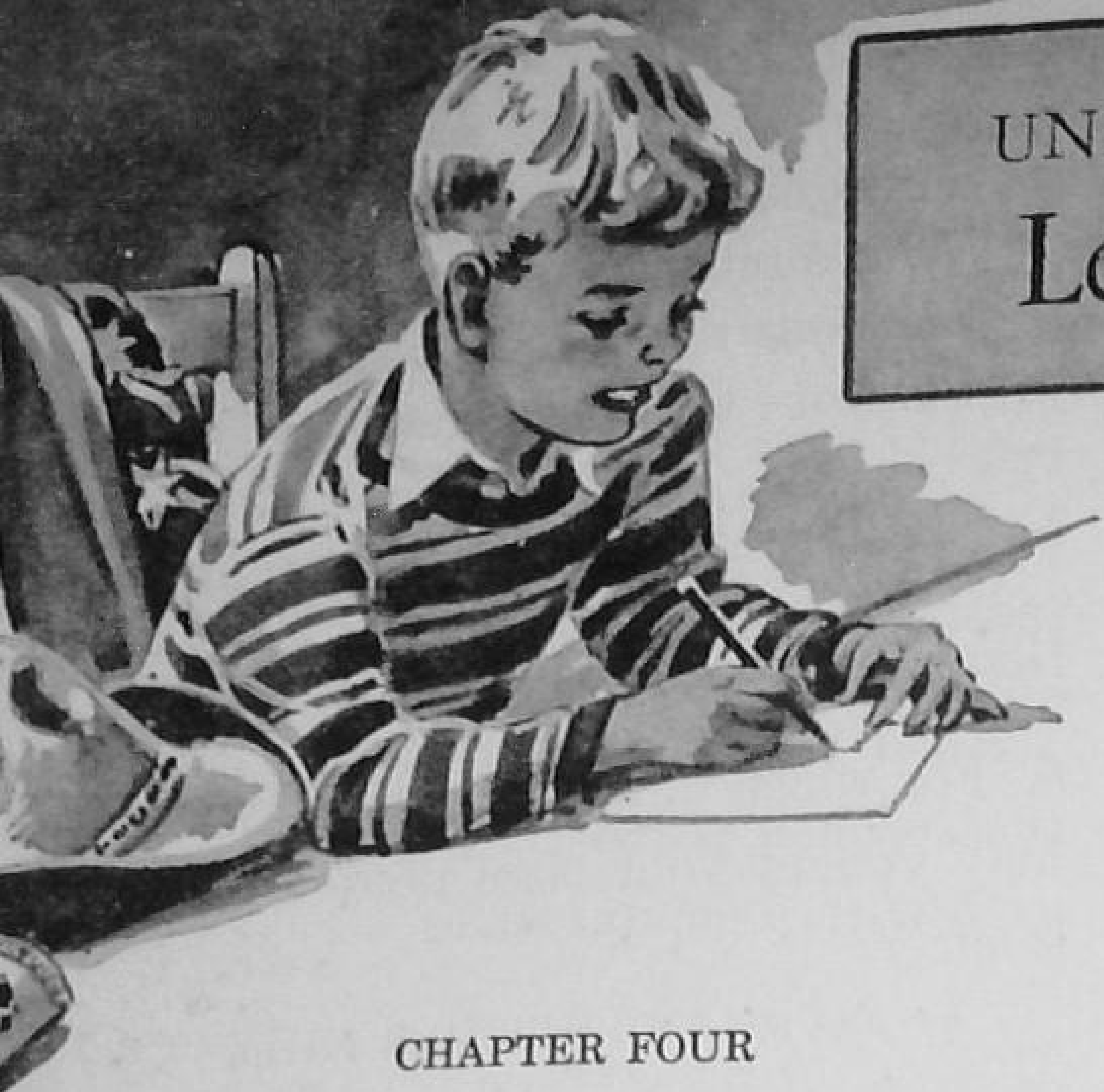
Use each of these groups of words in making a statement or in asking a question. Add as many words as you wish.

1. a gray squirrel
2. in the water
3. flying overhead
4. trying to catch fish
5. a bird in a tree

Write the five sentences that you thought out. Begin each sentence with a capital letter. Put the right mark at the end of each sentence.

Read your sentences. Make sure that each one makes sense by itself. Let someone check your work while you check his.





UNIT TWO
Letters

CHAPTER FOUR

Writing Letters to Your Friends

1. Learning About Letters

To read to yourself

One morning Sam came to school dressed in a new cowboy suit. Everyone wanted to talk about it.

JACK: Where did you get that suit, Sam?
SAM: Uncle Joe sent it to me from the West. How do you like it?
TOM: It's great! It makes you look like a real cowboy. If we had a horse, we could play cowboy.
JIM: I'll bring my pony this afternoon. We can take turns riding him.
PETER: That will be fun! Sam, you can tell your uncle about it when you write to him.

The next morning as soon as all the boys and girls were seated, Sam spoke to Miss Howe.

SAM: Miss Howe, may the class help me write a letter? I want to thank Uncle Joe for my cowboy suit.
MISS HOWE: Of course they may. I'll put the letter on the board if you boys and girls will tell me what to write. What will you say first, Sam?
SAM: Thank you very much for the cowboy suit.
MISS HOWE: Good! Now let's think of questions that Sam's uncle might like to ask Sam about the suit. Sam can answer them and I will put the answers in the letter.
JILL: When did it come?
SAM: It came yesterday.
TOM: Is it the right size?
SAM: It fits just right.
MARY: Did anyone say anything about it?
SAM: Tom Morgan said it made me look like a real cowboy.
JACK: Do you like it?
SAM: It is just what I wanted.
PETER: What fun have you had with it?

SAM: I wore it yesterday when we played cowboy with Jim's pony.

MISS HOWE: Is that all you want to say, Sam?

SAM: I wish that Uncle Joe had been here.

MISS HOWE: Let's tell him that.

Here is the letter that the boys and girls helped Sam make up:

Dear Uncle Joe,

Thank you very much for the cowboy suit. It came yesterday. It fits just right. How did you ever guess my size? Tom Morgan says that it makes me look like a real cowboy. It is just what I wanted. I wore it when we played cowboy with Jim's pony. I wish you could have been here to play with us.

Sam

Talking together

1. Why did Sam need to write a letter to his uncle? Is a *thank-you* letter a good name for this kind of letter? Why?

2. What did Sam write about? Would his uncle like to hear about the cowboy suit? Why?

3. In writing to a friend, why should you tell something that you think he will like to hear?

4. What do you think each of the following people would like to read in a letter from you?

(1) Someone who is absent from school
(2) Your aunt or your grandmother
(3) Someone who has moved away
(4) Someone who has done a favor for your class

5. Does Sam's letter show that it is meant for his uncle and not for just anyone? How?

6. For which of the following reasons may you or your class need to write a letter?

(1) To invite someone to a party or a program at school
(2) To cheer up someone who is ill
(3) To send news to someone
(4) To thank someone who has done something for you
(5) To ask someone to do something for you

Making a record together

Why may you need to write a letter? Think of as many reasons as you can. Then, when your turn comes, tell one of your reasons. If it has not been given by someone else, your teacher will write it in a list on the blackboard. The list may begin in this way:

Reasons for Writing Letters

1. To ask a favor

When the list is as good as the class can make it, someone should be chosen to make a copy for the bulletin board.

2. Writing a Letter Together

To read and do by yourself

Think of someone to whom the class needs to write a letter. These questions may help you:

1. Is there someone who should be invited to visit your school?
2. Has someone done something for your class? Who?
3. Who would like to hear news of what the class is doing?
4. Whose help does the class need in doing something it has planned?

Something for the class to decide

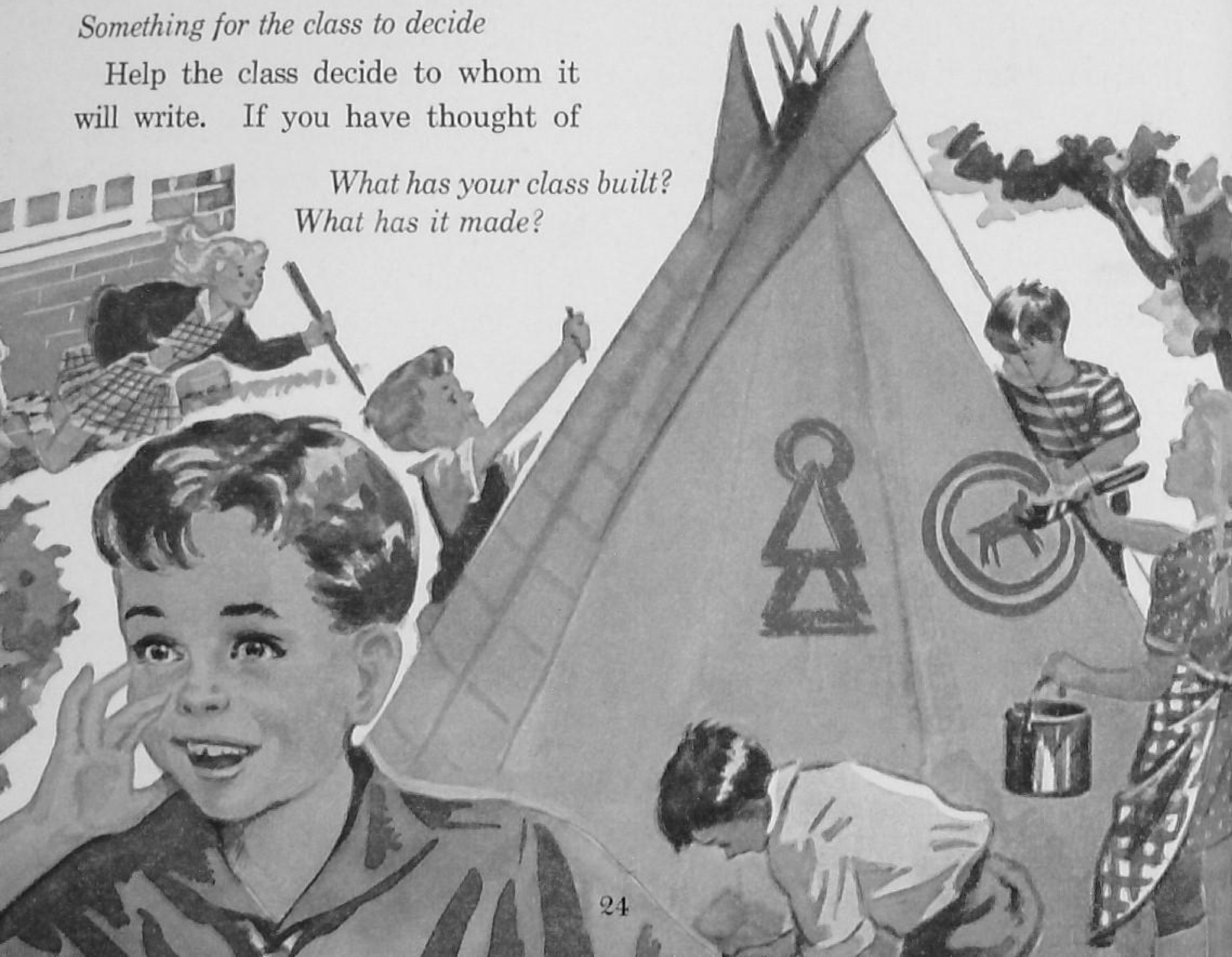
Help the class decide to whom it will write. If you have thought of someone, tell his name. Then tell why the class should write to him.

If the letter is to be a thank-you letter or a letter that asks a favor, the class already knows what to write about.

If the letter is to tell about news at school, help choose a topic that will interest the person to whom the class is writing.

The questions with the pictures on this page and on page 25 may help you decide on a topic for the letter.

What has your class built?
What has it made?



Has your class given a play? Has it gone to a movie?

Making up the letter together

Think of something that should be said about the topic chosen. Then, when you are asked to do so, tell it to the class. Try to tell something that has not already been told. If the class decides your idea should be in the letter, tell it in a sentence for your teacher to write on the board.

Helping the class improve the letter

1. Does the letter tell something that will interest the person to whom it is written?
2. Does the letter say what the class means it to say?
3. Does the letter show that it is meant for the person to whom it is written and not for just anyone?
4. Does each group of words that looks like a sentence tell, or ask, something?

The letter written on the board should be saved for your next lesson.

3. Copying a Letter

To read and do by yourself

On the next page is a letter that Miss Howe's class wrote to Frank. Study the letter by doing these things and by answering the questions:

1. Find the greeting, *Dear Frank.* Is it written with the rest of the letter or on a line by itself?

With what kind of letter does the first word of the greeting and the name of the person begin? What punctuation mark comes after the greeting?

2. Notice where the sentences in the letter are placed. Where does the first sentence begin? Is a space left between the end of each sentence and the beginning of the next?

3. Notice the space at the left edge of the paper. Is it straight and even? This space is called the left **margin.** Where does each line below the greeting, except the first line, begin?

4. Why cannot the right margin be made as even as the left margin?

5. Notice the **signature,** *Miss Howe's Class.* What does it tell? With

Dear Frank,

We have a new house for our two little sand lizards. It is a box called a terrarium. It has glass ends and sides. We put sand and rocks in it. We wish you could have been here to help us make it.

Miss Howe's Class

what kind of letter does each word in the signature begin? Is the signature written with the rest of the letter or on a line by itself?

Using these rules will help you to make your friendly letters look well on the page:

> 1. Begin the greeting about two inches from the top of the paper and half an inch, or a little more, from the left edge.
>
> Use a capital letter to begin the greeting and also to begin the name of the person. Put a comma after the greeting.
>
> 2. Begin the first sentence under the greeting and about one inch farther to the right than you began the greeting.
>
> Be sure to leave a space between the end of each sentence and the beginning of the next. This space should be about as large as the space you use for writing the letter *m*.
>
> 3. Begin each line, except the first, even with the beginning of the greeting. Keep this margin straight.
>
> 4. Leave a margin at the right edge of the paper. Make it about half an inch wide.
>
> 5. Write the signature on a line by itself. Try to make it end about half an inch from the right edge of the paper. Use a capital letter to begin each word in the signature.

Copying the class letter

On a clean sheet of paper, copy the letter that your class wrote in the last lesson. Follow the rules on this page and use the letter to Frank as a pattern to help you place your letter correctly on the paper. Put capital letters and punctuation marks where they are used in the letter your class wrote.

Correcting your copy

1. Where did you use capital letters in the greeting and in the signature? Where else did you use capital letters?
2. Did you put a comma after the greeting? Where did you use periods?
3. Is there an even margin down the left edge of your paper?
4. Where does the first sentence begin?

Correct any mistakes that you find in your letter. Make a new copy if you need to. Then give the letter to your teacher.

Using the letter

Your class, with the help of your teacher, should choose a copy of the letter that is neat and correct. Then your class should send it to the person to whom it was written.

If you need more practice in writing a letter correctly, turn to page 43 and do the exercises there.

4. Answering Letters

To read to yourself

Joan received this letter from Betty who had moved away.

Dear Joan,

Did you get the letter that I sent two weeks ago? Maybe it was lost. How do you like school? Who is your teacher? Do you like art as well as you did last year? We are studying about farms now. Yesterday a boy told a joke about a girl from the city. She thought that farmers move cows' tails up and down to pump milk into bottles.

Betty Reed

In the next column is the letter that Joan wrote to Betty. Did she answer Betty's questions?

Dear Betty,

I am sorry I did not answer your first letter. I have been busy at school. We are going to give a play. Do you remember Jack Wells? He plays the part of a horse. Ben Kline has to ride on his back. It is a good thing that Jack is good-natured.

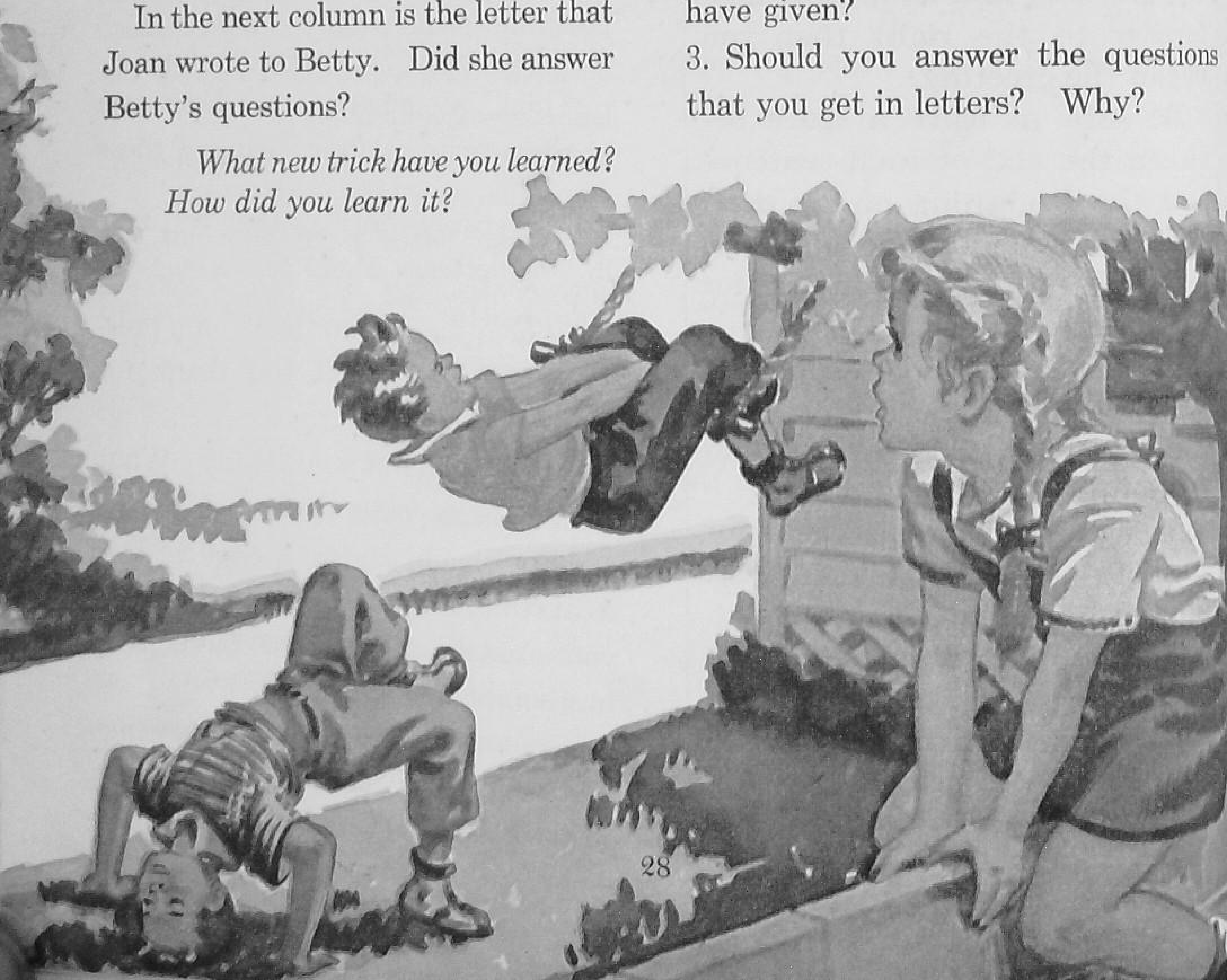
Joan Perry

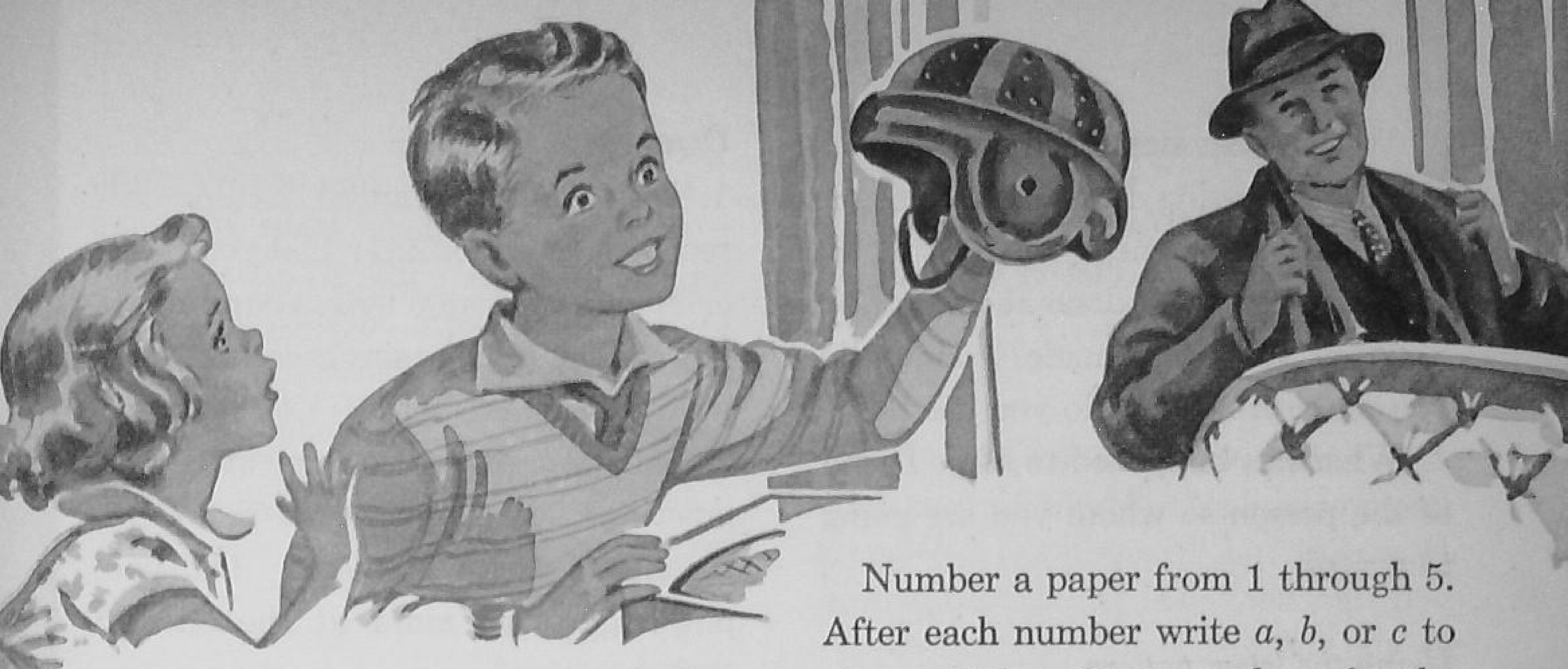
Talking together

Talk over these questions with the others in your class:

1. Should boys and girls answer the letters that they get from their friends? Why?
2. Did Joan answer Betty's questions? What answers might Joan have given?
3. Should you answer the questions that you get in letters? Why?

What new trick have you learned?
How did you learn it?





Testing yourself

Here are five statements to complete. For each statement three endings are given. Choose the ending that makes the statement true.

1. When you write to a friend you should say something that will: (a) worry him; (b) interest him; (c) hurt his feelings.
2. When you write to a friend, you should say something to show that the letter is meant: (a) for anybody; (b) for no one; (c) for just him.
3. When you get a letter from a friend, you should: (a) answer it carefully; (b) lose it; (c) leave it on the floor.
4. If there are questions in a letter you get, you should: (a) forget them; (b) laugh at them; (c) try to answer them.
5. After the greeting of a friendly letter, you should put: (a) a period; (b) a comma; (c) a question mark.

Number a paper from 1 through 5. After each number write *a*, *b*, or *c* to show which ending you chose for the statement that has that number.

Check your paper as your teacher reads aloud the correct answers.

5. Using What You Have Learned

To read and do by yourself

Think of someone to whom you need to write a letter. One of these questions may help you:

1. Whose letter have you not yet answered?
2. Whom should you thank for a present? Whom should you thank for doing something for you?
3. What friend of yours is ill? What friend has moved away?

If you need to choose a topic to write about, think of one thing that will interest the person to whom you are going to write. The questions following and those above the picture on page 28 may help you.

1. What has happened at home? What interesting thing has someone in your family done?
2. What have you done at school?
3. What have you made? How did you make it? How do you use it?
4. What has happened to some friend of the person to whom you are going to write?

Using the letter pattern

Study the form for a letter, page 26.
1. How wide is the space, or margin, at the top of the paper? How wide is the margin at the left edge?
2. Where does the first line under the greeting begin?
3. Where should you sign your name to the letter?

Writing your letter

On a clean sheet of paper write the greeting for your letter.

> In a greeting these words must begin with capital letters:
> 1. The first word, *Dear*
> 2. The name of the person to whom you are writing
> 3. The words *Uncle, Aunt, Cousin, Grandma,* and *Grandpa*

Write about the topic that you chose. Try to write something which shows that your letter is meant just for the person to whom you are writing.

Correcting your letter

1. Did you use capital letters correctly in the greeting? Did you begin each person's name with a capital letter? Did you begin each sentence with a capital letter?
2. Did you put a comma after the greeting? Did you put a period at the end of each statement? Did you put a question mark at the end of each question?
3. Were you careful not to write just a group of words when you needed to write a sentence?
4. Does each sentence say what you mean to have it say?

Correct any mistakes that you find in your letter. If your letter is not neat, copy it. Then, if you wish, show it to your teacher.

Using your letter

Take your letter home. Ask someone to help you get it ready to mail.

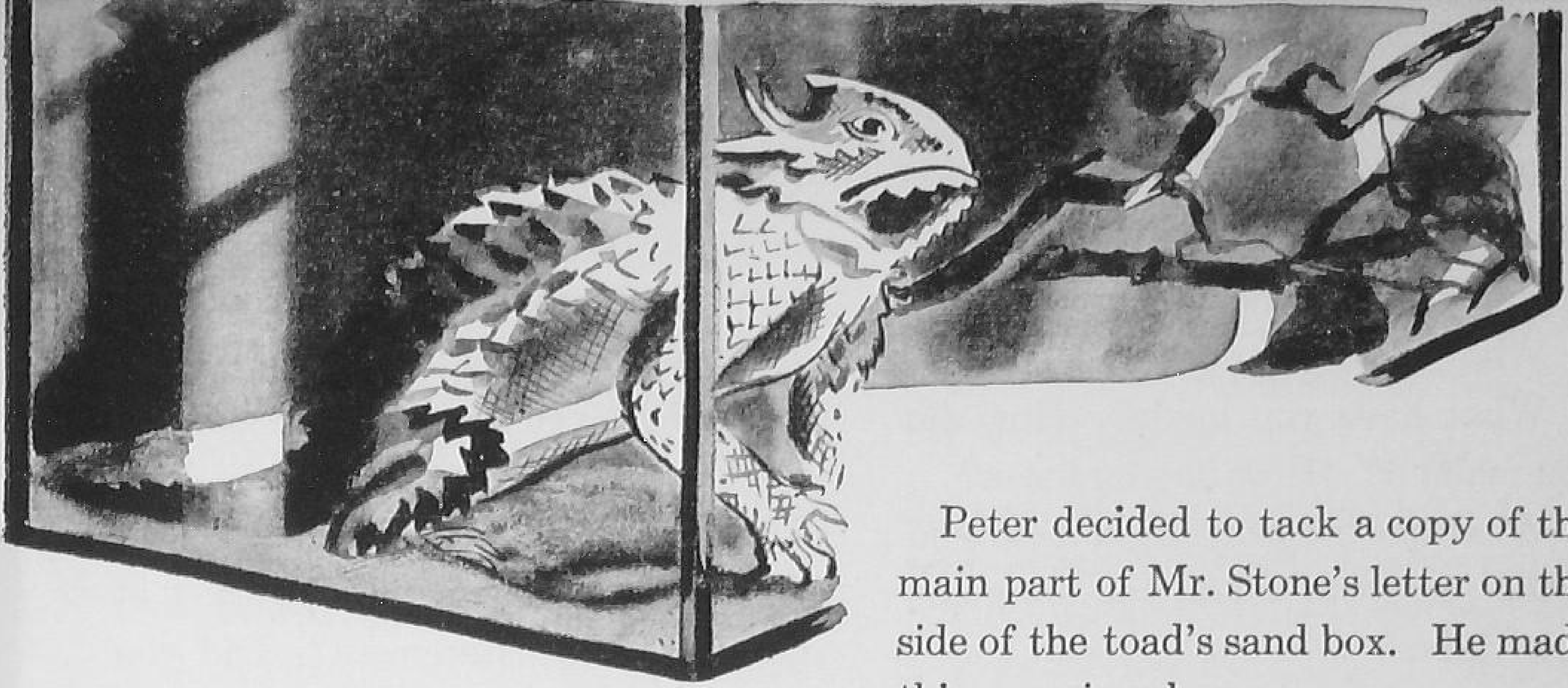
CHAPTER FIVE

Capital Letters and Punctuation Marks in Letters

1. Beginning and Ending Sentences Correctly

To read to yourself

One morning the postman brought a box to school.



Peter decided to tack a copy of the main part of Mr. Stone's letter on the side of the toad's sand box. He made this copy in a hurry:

"It's from David!" cried Sally.

In a minute the cover was off. There in the box was a small live animal covered with horny scales!

"What is the ugly thing?" asked Sue. "Will it bite?"

"It's a horned toad!" said Dick. "It will make a good pet."

"Where can we keep it?" asked Mary. "What does it eat?"

"Mr. Stone, the director of the zoo, will know what to feed it and where to keep it," Jim said. "Let's write a letter and ask him."

This was the answer Mr. Stone sent:

Dear Boys and Girls,

Your horned toad will eat ants and other live insects. Keep it in a dry terrarium or in a box of sand. Put some stones and twigs in one corner. Set the terrarium or the box in the sun. Once a week sprinkle a little water on the sand.

Henry Stone

Your horned toad will eat ants and other live insects keep it in a dry terrarium or in a box of sand put some stones and twigs in one corner set the terrarium or the box in the sun once a week sprinkle water on the sand.

Is Peter's copy harder to read than Mr. Stone's letter? Why?

Something to decide together

1. How many sentences did Mr. Stone use in his letter?
2. In writing his copy of Mr. Stone's letter, what should Peter have done that he did not do?
3. With which sentence do the words *once a week* belong? In caring for the toad, what mistake might be made by following Peter's copy?
4. Why is Peter's copy harder to understand than Mr. Stone's letter?
5. Why should you be careful to begin a written sentence with a capital letter and to put a period or a question mark at the end?

Working together

Help the class decide where capital letters and punctuation marks should be added in this letter:

Dear David,
We want to thank you for the toad we have made a house for him we wish you had been here to help us how did you catch him I do not think you could move fast enough to do that by yourself.
Sue Clark

Writing the letter

On a sheet of paper write Sue's letter as your teacher reads it aloud.

Check your letter as your teacher tells where capital letters and punctuation marks should be used in it.

If you made any mistakes, correct them.

2. More Capital Letters and Periods

To read and do by yourself

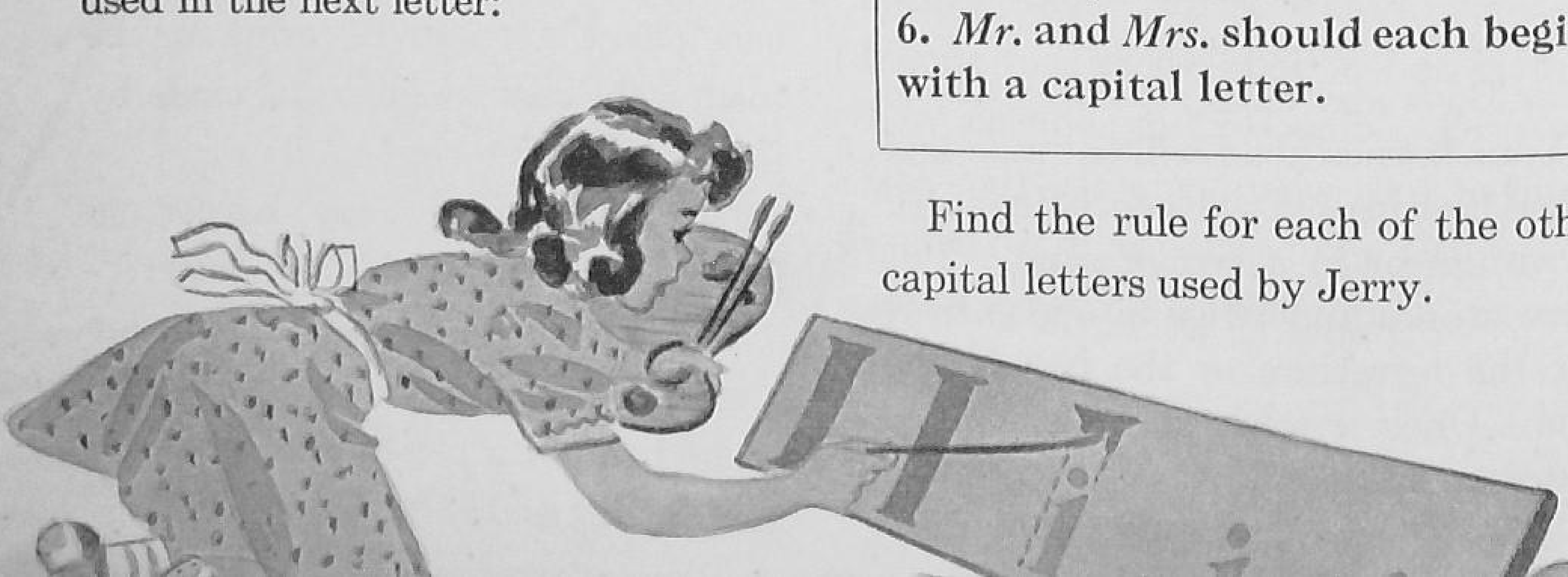
Notice where capital letters are used in the next letter:

Dear Carol,
Will you come to my birthday party at my house tomorrow at two o'clock? I think Miss Ward and Mr. Holt are coming. Jean Berg and her dog Patsy are coming. Mrs. Berg says that she will bring you from Greeley to Denver in her car.
Jerry Brown

Find the first capital letter used in Jerry's letter. Decide which one of the following rules gives the reason for using a capital letter there:

1. The first word in the greeting of a letter should begin with a capital letter.
2. The name of a person, a pet, a town, or a city should begin with a capital letter.
3. The first word in a sentence should begin with a capital letter.
4. The word *I* should be written as a capital letter.
5. When the word *Miss* is used as part of a name, it should begin with a capital letter.
6. *Mr.* and *Mrs.* should each begin with a capital letter.

Find the rule for each of the other capital letters used by Jerry.



The words *Mr.* and *Mrs.* are **abbreviations.** *Mr.* is a short way of writing *Mister.* *Mrs.* is a short way of writing *Mistress.* *Mrs.* is pronounced *Misses.* Each abbreviation should have a period after it.

Talking together

In his letter to Carol, Jerry used seventeen capital letters. The class should decide which rule explains why he used each one.

Improving a letter

Decide for yourself what capital letters and periods should be added to this letter to make it correct.

dear Sam,
I am having fun at the ranch if you were here and could stay on a pony, we would ride with mr Black and fred. Mrs. Black, miss Strong, and i are going to denver tomorrow.
Fred Moore

Copy Fred's letter. Use capital letters and periods where they should be used. Check your copy as your teacher tells where capital letters and periods should be used in it. Then, if you made any mistakes, correct them.

3. Names of Days and Months

To read to yourself

In the following letter, notice how the words *Monday* and *October* begin:

Dear Mr. Carter,
We have been studying about things that come from farms. We wish to visit your creamery. May we come next Monday, October 2, at ten o'clock? There will be forty of us. Please call 3016 and give Miss Howe your answer.
Miss Howe's Class

Monday begins with a capital letter because it is the name of one of the days of the week.

> **Always begin with capital letters the names of the seven days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.**

October begins with a capital letter because it is the name of a month.

> **Always begin with a capital letter the name of each of the months: January, February, March, April, May, June, July, August, September, October, November, December.**

Talking together

The class should decide what rules for using capital letters to add to the list on page 32.

Writing words and sentences

Write the name of each day of the week and the name of each month.

Write two sentences, using the name of a day in each. Write two using the name of a month in each. These questions may help you:

1. On what day is there no school? What day comes after Sunday?
2. In what month is your birthday? In which month does Christmas come?

Correcting your paper

Use these questions in correcting your paper:

1. Where did you use capital letters? Where did you use periods or question marks?
2. Were you careful not to write any group of words that is not a sentence when you should have written a sentence?

Show your paper to your teacher.

4. Finding Capital Letters and Periods

To read and do by yourself

In the following letter find each word that has a number after it. Decide why the word is begun with a capital letter.

Dear (1) Ben,

I must tell you how Jean and I (2) fooled the puppy, Spot.

Spot always runs to the door when he hears the doorbell ring. He (3) always tries to hide, too, when he hears the water running in his tub.

Last Saturday (4) Spot (5) hid when he heard the water running.

We could not find him anywhere. Then Jean (6) and I thought of something to do. Jean hid behind a chair in the hall. Then I rang the doorbell as loud as I could. When Spot came tearing into the hall, Jean jumped from behind the chair and grabbed him.

How is Miss (7) Howe? Last September (8) I met her at your birthday party. Tell Mr. (9) Stone "hello" for Jack. (10)

Grandmother (11) Carr

Find the rule below that explains why a capital letter was used to begin each numbered word in the letter.

> **Use a capital letter to begin:**
> **(a) The first word of a sentence.**
> **(b) The name of a day or of a month.**
> **(c) The name of a person or the special name of an animal.**
> **(d) The first word in the greeting of a letter.**
> **(e) The name of a town, of a city, or of a state.**
> **(f) *Mr.*, *Mrs.*, and *Miss*.**
> **(g) Each word in the signature of a letter.**
> **(h) Write the word *I* with a capital letter.**
> **Use a period:**
> **(i) After an abbreviation.**
> **(j) At the end of a statement.**

Find each period that has a number after it. Which rule explains why a period is used there?

Making and checking a list

On a sheet of paper write the numbers 1 through 11, one under another. These numbers stand for the words and periods that are numbered in the letter.

After each number on your paper write the letter of the rule that explains why that capital letter or that period was used. You should find two rules for number 9 and two for number 10.

Check your paper as your teacher reads the correct answers aloud.

5. Using What You Have Learned

To read to yourself

Think how you could improve this answer that Ben wrote to his grandmother's letter:

Dear grandmother

Do you remember the train that mr Black gave me for my birthday last september Dad plays with it all the time i hardly ever get to use it. last monday he broke it. Now i have no train at all. Mother says she does not know what to do about Dad.

Ben

Talking together

1. Did Ben answer his grandmother's question? What did he say to show that he meant his letter just for her and not for anyone else? Do you think his letter was interesting to his grandmother? Why?

2. What mistakes did Ben make in using capital letters and punctuation marks?

Improving Ben's letter

Copy Ben's letter. Use capital letters and punctuation marks where he should have used them.

Check your copy as your teacher tells where the capital letters and punctuation marks should be used.

If you made any mistakes, correct them. Then show your copy to your teacher.

CHAPTER SIX

Using Words Correctly in Letters

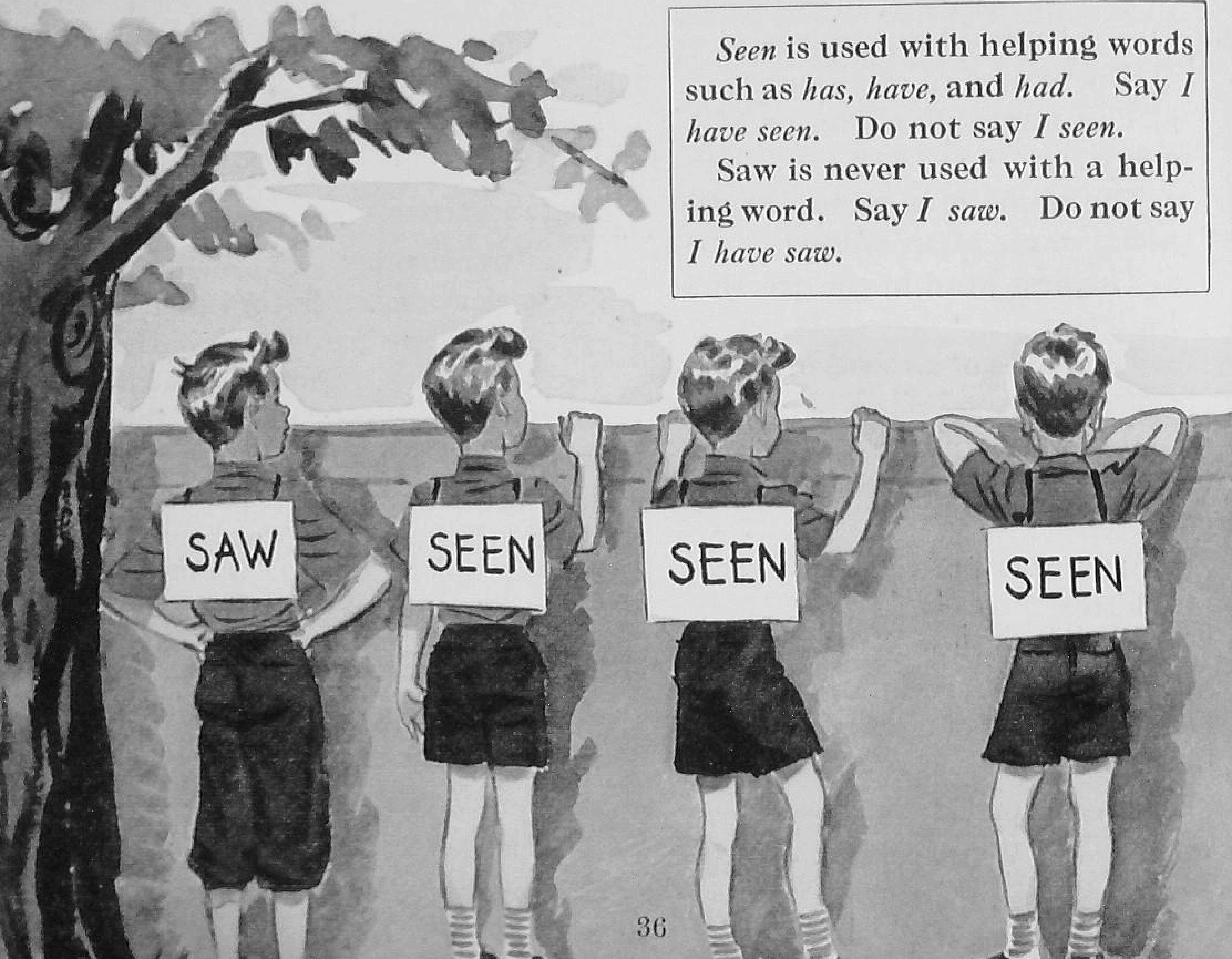
1. Using *Saw* and *Seen* Correctly

To read and think over

In these sentences *saw* and *seen* are used correctly. With which of them is *has, have,* or *had* used?

1. Tom, *have* you *seen* Dick?
2. I *saw* him this morning.
3. *Has* he *seen* Miss Howe yet?
4. He said he *saw* her last night.

> **_Seen_ is used with helping words such as _has, have,_ and _had._ Say _I have seen._ Do not say _I seen._**
>
> **Saw is never used with a helping word. Say _I saw._ Do not say _I have saw._**



Talking together

With the others in your class, decide which word, *saw* or *seen*, should be used in the blank space in each of these sentences:

1. Who has . . . Patty and Sue?
2. We . . . them coming to school.
3. Had they . . . where the fire was yesterday?
4. They said they . . . the fire.
5. Bob and Joe . . . it too.
6. I had never . . . such a bad fire.

A game to play

WHO HAS SEEN IT?

In playing this game think of something interesting that different ones in the class may have seen. For example, you may think of a whale.

When you have a chance, you ask: *Who has seen a whale?* Someone who has seen a whale answers in this way: *I have seen a whale; I saw it in the ocean.*

Anyone who does not use *seen* or *saw* correctly must ask his question or give his answer again, using the word correctly. When anyone asks about something that no one in the class has seen, he must ask another question.

Here is what Billy and Helen said to start the game:

BILLY: Who has seen an ocean liner?

HELEN: I have seen an ocean liner. I saw it in New York.

HELEN: Who has seen a jelly fish?

Something to write

Think which of the two words, *saw* or *seen*, should be used in each of the blanks in the following letter:

Dear Sue,

As soon as I . . . your letter I knew that the class had . . . the horned toad. Have the boys and girls in the other rooms . . . it? What did Miss Howe say when she . . . you open the box? What other teachers . . . it? We have . . . many horned toads here. Today I . . . six sitting in the sun in our yard.

David

Copy David's letter. Use *saw* or *seen* in each blank space. Use capital letters and punctuation marks where you see them.

Correcting your paper

Check your letter as your teacher tells what word should be used in each blank. If you made a mistake, read again on page 36 how *saw* and *seen* should be used. Then correct the mistakes on your paper.

2. Using *Did* and *Done*

To read and think over

> **The word *done* is used with helping words such as *has, have, had, is,* and *are.* Say: I *have* already *done* it. Do not say: I already *done* it.**
>
> ***Did* is never used with a helping word. Say: I *did* it. Do not say: I have *did* it.**

In this letter *did* and *done* are used correctly. Which of the words is used with a helping word?

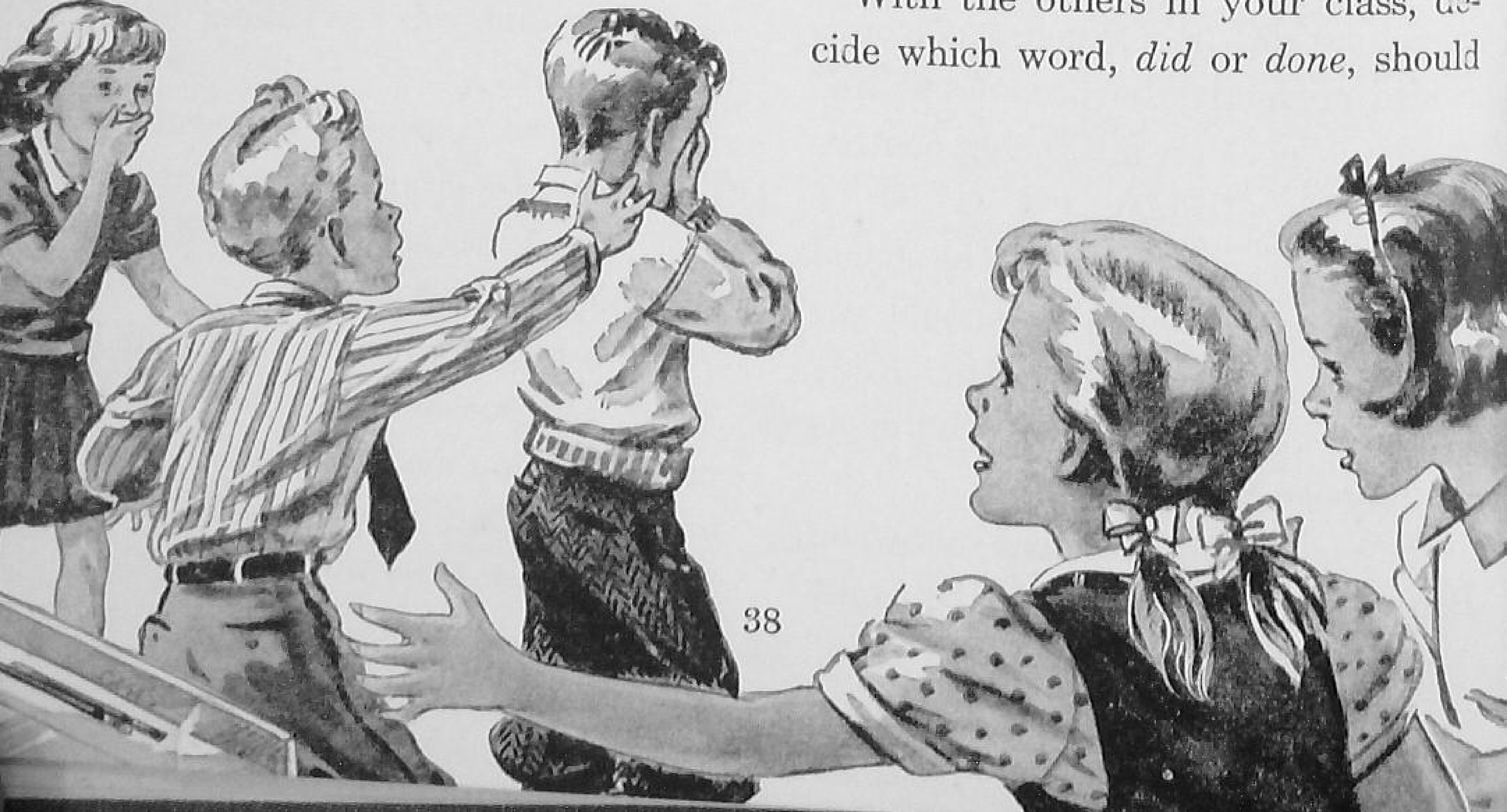
Dear Grandpa,

Guess what I *did* last night. I swam sixty yards without stopping. That is the best I *have* ever *done*, but Charlie *has done* better. What was the best you ever *did*?

Dick

Talking together

With the others in your class, decide which word, *did* or *done*, should



be used in each blank in these sentences:

1. A window is broken. Who ... it?
2. The boys ... it with a football.
3. Do you know which one ... it?
4. Tom says he may have ... it.
5. Jack said that he ... it.
6. Sam has not ... it, has he?
7. I suppose all of them ... it.

A game to play

KATY-DID

The class chooses someone to be *It*. The one who is *It* stands with his back to the class and covers his eyes. Then someone touches him and he asks, "Who did that?" The one who touched him says, "Katy-Did did."

Then the one who is *It* guesses who said, "Katy-Did did." He may say, "Ann did it" or "Joe must have done it."

The one who is named tells whether or not he did it. When a person is named correctly, he becomes *It* and the game goes on until everyone has had a chance to play.

If anyone says *done* when he should say *did*, or *did* when he should say *done*, the class says together, *Katy-Did did*. The boy or girl who made the mistake must correct it.

Here is part of what was said when Ben and his friends played the game. Ben was *It* when Patty touched him.

BEN: Who did that?
PATTY: Katy-Did did.
BEN (guessing): Sally did it.
SALLY: No, I didn't.
BEN: Patty must have done it.
PATTY: That's right. I did it.

Writing and correcting sentences

Use *did* or *done* in answering each of the following questions. For example, your answer to the first question might be either of these sentences: *He did them this morning; He has not done them yet.*

1. Has Tom done his errands?
2. Have the girls done their work?
3. Have you done any work today?
4. Who has done his spelling?
5. Has Ruth done her arithmetic?

Write your five sentences. Then use these questions to find out whether they are correct:

1. Where did you use capital letters and periods?
2. Is each of your answers a sentence and not just a group of words?
3. Did you use a helping word with *done* but not with *did*?

Correct any mistakes you find. Then ask someone to check your paper. If you made a mistake in using *did* or *done*, read again on page 38 how to use these words.

3. Choosing Words That Tell What You Think

Thinking out answers to questions

In answering each question, use the list of words at the right that has the same number as the question.

Choose the word that will help you answer the question as you think it should be answered. Use the picture to help you.

1. What is on Peggy's lips, chin, and tongue?
2. What is Peggy doing that shows that she likes what she is eating?
3. What would you say about Peggy's looks?
4. What would you call her way of eating?
5. What kind of girl do you think Peggy is?
6. How is she dressed?
7. What would you do if you saw Peggy as she is here?
8. What do you think her mother will do when she sees Peggy?

Writing the words you chose

On a sheet of paper write the words you chose. Number them to show to which question each word belongs.

Talking together

Help the class decide which words in the lists are good to use in the answers and which are not.

1.	2.
candy	talking
sugar	grinning
ice cream	laughing
molasses	frowning

3.	4.
fat	careful
dimpled	neat
thin	dainty
plump	messy

5.	6.
sad	neatly
mischievous	poorly
timid	carelessly
mean	warmly

7.	8.
smile	sing
weep	cry
wail	scold
scream	fight

Finding and writing opposites

For each word under A find a word of opposite meaning under B. Write each pair of opposites in this way: *tall-short.*

A		B	
sad	smooth	cry	richly
careless	scold	rough	untidy
laugh	warm	cool	praise
neat	poorly	careful	happy

Get someone to check your paper while you check his.

Lambert

BE CAREFUL, PEGGY!

Some questions to think about

What is Peggy eating? Is she enjoying it? What makes you think so? What kind of little girl do you think Peggy is?

4. Using Words Correctly

To read and think over

It is correct to say:

Has Jerry *gone?*

Yes, he *went* an hour ago.

I should *have gone* too.

> **The word *gone* is used with helping words such as *had, has,* or *have.***
>
> **The word *went* needs no helping word.**

Talking together

Help the class decide whether *went* or *gone* belongs in each blank:

1. Where has Mary . . .?
2. She . . . to buy a dress.
3. Tom hasn't . . ., has he?
4. Yes, he . . . fishing with Joe.

A test to write

Think which word should be used in each blank space in these sentences:

Choose saw *or* seen:

Yesterday I _1_ Miss Howe go into the candy store. I don't think she _2_ me. She didn't know I had _3_ her. None of the other boys and girls _4_ her. I wish I could have _5_ what she did in the store.

Choose did *or* done:

We wonder what Miss Howe _6_ at the store. All of us guessed what she may have _7_, but none of us knows what she _8_. We hope she bought candy for the party. Tom says she couldn't have _9_ that so quickly. We'll soon know whether she _10_ it.

Choose went *or* gone:

One day Tom and I _11_ into a cave down by the river. We had just _12_ inside when something _13_ off like a cannon. We were scared, but we _14_ on. Before we had _15_ ten steps, it had _16_ off again. Boom! We _17_ out of that cave as fast as we could and we haven't _18_ back since.

Do you suppose it was a gun that _19_ off? If we had _20_ on, we could have found out. I told Tom that we _21_ away too soon. He says that I had _22_ before he could get started. I'm sure that neither of us could have _23_ out faster than we _24_ when we heard that terrible noise.

Writing and checking your test

Make a column of numbers from 1 through 24 down the left side of a paper. After each number write the word that should be used in the blank which has that number.

Check your paper as your teacher reads the correct words aloud. Put an X after each word you had wrong.

Write a sentence using correctly each word that you had wrong.

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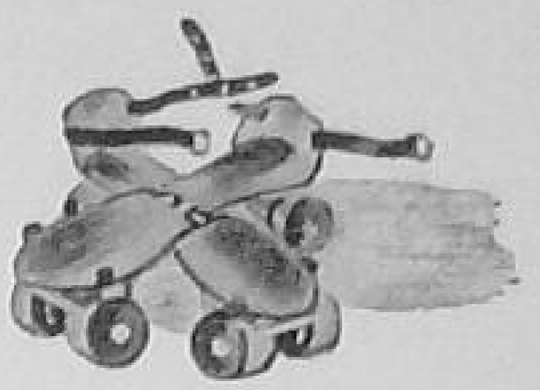
More Practice



To read and think over

1. Dick wrote this letter. Notice where he used capital letters.

My dear Mr. Bryan,
Thank you very much for lending our class your field glass last Friday. We have taken turns in looking through it. We have been watching some chickadees.
Dick

As you look at each word that Dick began with a capital letter, decide which of these rules he followed in writing it:

> Use a capital letter to begin:
> (a) The name of a person.
> (b) The name of a day of the week.
> (c) An abbreviation for Mister or Mistress.
> (d) The first word in the greeting.
> (e) The first word in a sentence.

Something to write

Write a list of the words that Dick began with capital letters. After each word put the letter of the rule that he followed in writing it.

Using marks of punctuation

Find a comma in the letter. Where is it used?

Find in the letter a period that comes after an abbreviation.

Next, find the periods that are at the ends of sentences.

Copying letters

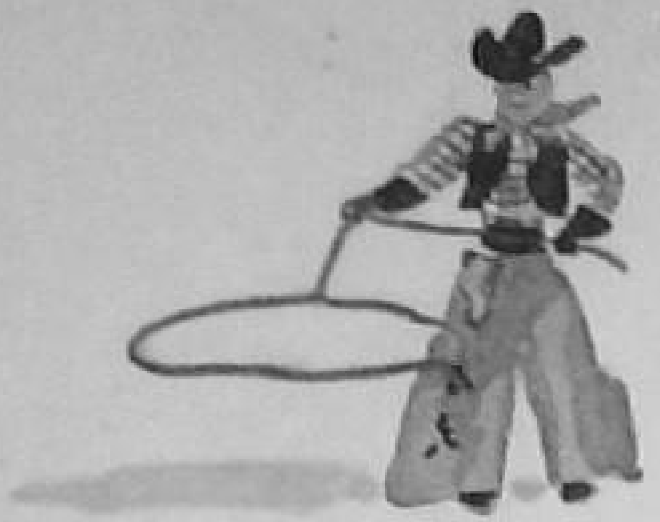
Look again at the letter form on page 26. Then make a neat copy of Dick's letter. Try to have it correct in every way.

Read this letter and decide what marks of punctuation are needed in it:

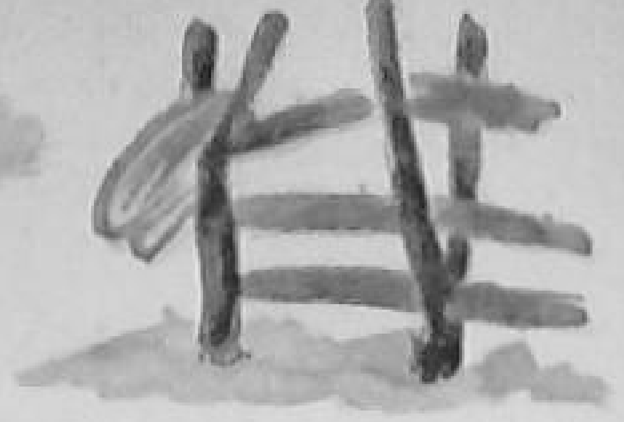
My dear Mrs. Gordon
Will you please let Jane come over and spend the night with me Mother will take us to the school play When we get home, we are going to have ice cream
Betty Bronson

Copy Betty's letter. As you write it, put in the marks of punctuation needed. Be sure to copy all the capital letters that are there.

Check your letter. Did you use capital letters correctly? Did you use a comma, a question mark, and periods where they were needed?



More Practice



II

Thinking of the right words

As you read these sentences to yourself, choose the right word for each blank. Use either *saw* or *seen:*

Dick has ___1___ a hawk.
He ___2___ it in the sky.
Fred ___3___ an owl.
Have you ___4___ a chipmunk?
I ___5___ one near a stump.
Who has ___6___ a gray squirrel?
I ___7___ one gathering nuts.

For each of these blanks, choose *did* or *done*:

Who ___8___ the work for the party?
Jane and Ann ___9___ it yesterday.
Have all the boys ___10___ their work?
When they have ___11___ it, we can go to the party.
Peter ___12___ his work this morning.
Tom has ___13___ his.
Sally and Jane ___14___ theirs early.
Dick and Sue have not ___15___ theirs.

Writing the correct words

Write in a column the numbers 1 through 15. After each number write the word that you chose for the blank with the same number.

Checking your list

Find the sentences that have the words *has, have,* or *had* in them. Did you choose either *seen* or *done* for each blank in these sentences?

Did you choose either *saw* or *did* for each sentence that did not have a helping word in it?

Copying a letter

Choose *went* or *gone* for each blank in this letter:

Dear Jack,

Have you ever ___1___ nutting? Dad and I ___2___ yesterday afternoon. I wish you could have ___3___ with us. First we went to Big Bear Hollow. Several other people had ___4___ there, too. Later we ___5___ to Coon Creek. Mother and Jane would have ___6___, but they were not at home. They ___7___ to visit Grandma.

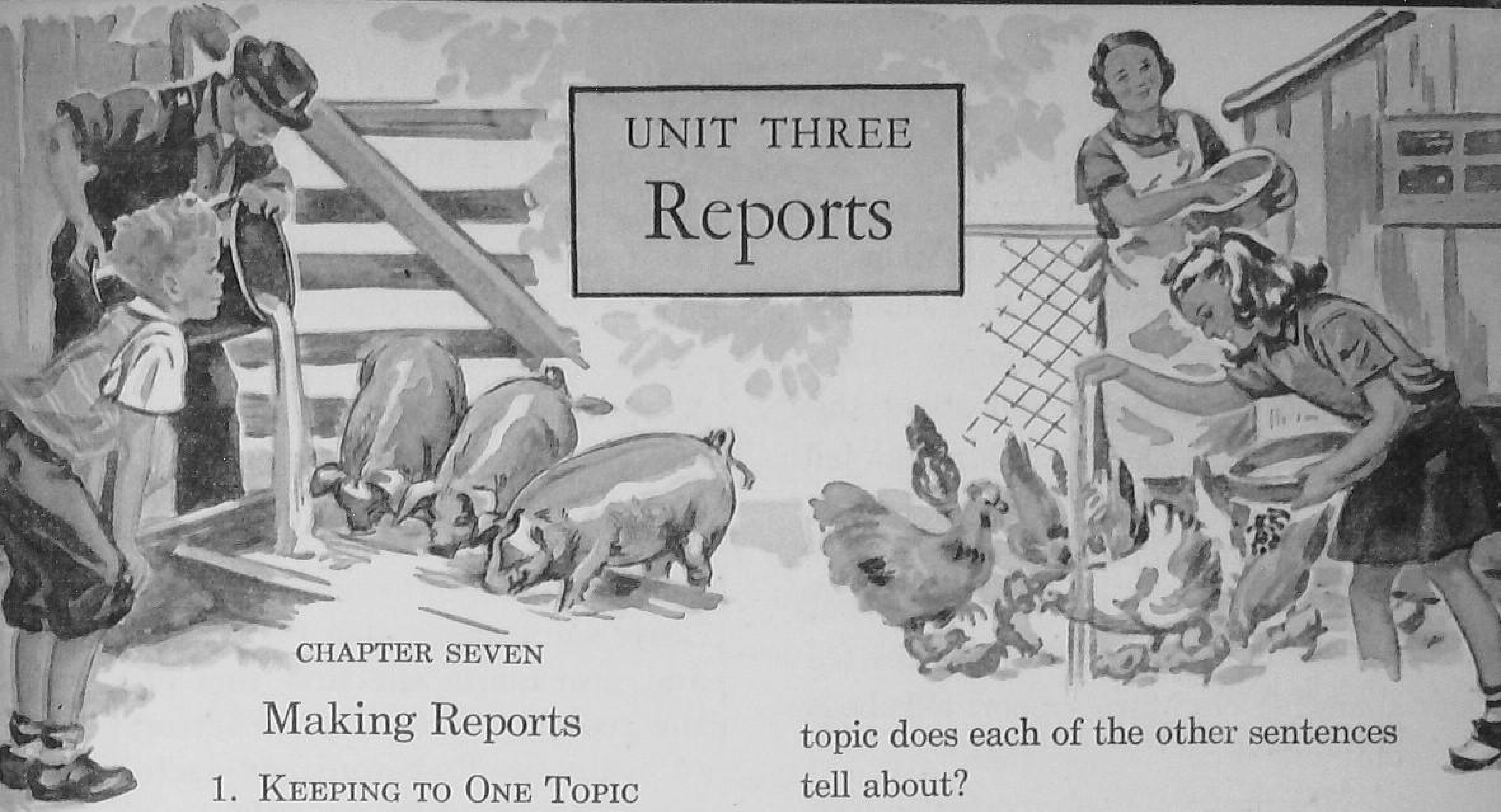
Frank

As you copy the letter, put in the right words.

Checking your copy of the letter

Did you use the capital letters that were needed? Did you put in all of the marks of punctuation?

UNIT THREE
Reports



CHAPTER SEVEN

Making Reports

1. Keeping to One Topic

To read and think over

After the boys and girls had visited Mr. Miller's farm, Miss Howe asked each of them to give a report about something he had seen or done there. She told each one to choose only *one* thing that had interested him and to tell all he could about it. She said that the thing each one chose to talk about would be the **topic** of his report.

Tom chose *Pigs* for the topic of his report. This is what he said:

> I liked the pigs best. They were kept in a pen. Mr. Miller and I fed them. When we came near the pen, the pigs squealed and squealed. They made so much noise that I couldn't hear what Mr. Miller said.

What topic does the first sentence of Tom's report tell about? What topic does each of the other sentences tell about?

Mary chose *Chickens* for the topic of her report. She said:

> There were more than a hundred chickens on the farm. Mrs. Miller and I fed them. I saw seven cows too. I watched a man put ears of corn into a wagon.

What topic does the first sentence of Mary's report tell about? Does each of the other sentences tell something about the same topic?

Something to read and remember

> **In a *good* report every sentence tells something about the topic of the report.**

A report is poor if the sentences tell about other topics than the one chosen for the report.

1. Who went with you?
2. Where did you go?
3. What did you catch?
4. What happened when you got home?

Here is his report:

Daddy took me fishing last Saturday. We went up the river in a boat. Daddy caught one big fish but it got away. We had to go home without any fish. I think Mother knew we wouldn't catch anything. She had a chicken dinner ready for us.

What questions would you ask about each of these topics if you wanted a person to tell you all he could?

1. A Halloween Party
2. A Ride in an Airplane
3. How to Pop Corn

Talking together

1. How could Sam have made his report more interesting?
2. What can you do to help you think of things to tell about a topic?
3. What questions would you try to answer in giving a report on each of the three topics listed above?

Writing sentences

Think of questions that you would like to have answered in a report about one of the following topics. Think how to answer them. Choose the topic that interests you most or use a topic of your own.

1. My Little Brother (or Sister)
2. A New Book to Read
3. A Birthday Present
4. How to Make a Kite
5. A Playful Pup

Now write your questions on a sheet of paper. Number each question. Put a period after each number.

Correcting your sentences

Use these questions to help you check and correct your questions:

1. Do you know, or can you find, the answer to each question?
2. Did you begin each question with a capital letter?
3. Did you put a question mark at the end of each question?

Correct any mistakes that you found. Then show your paper to your teacher.

Save your paper. You will need it later.

3. Telling Things in Good Order

To read and think over

Here is a report that Mary gave:

MAKING COOKIES

Last Saturday I helped Mother make cookies. We baked them on big flat pans in the oven. We used different kinds of cooky cutters to

make the cookies in the shapes of animals and people. First, Mother mixed the dough in a big bowl. Then I rolled it out flat on a table.

Some of the boys and girls said that Mary's report would be easier to understand if she told things in the order in which they were done.

Here is Mary's report as she gave it a second time:

MAKING COOKIES

Last Saturday I helped Mother make cookies. First, Mother mixed the dough in a big bowl. Then I rolled it out flat on the table. We used different kinds of cooky cutters to make the cookies in the shapes of animals and people. We baked the cookies on big flat pans in the oven.

How is the second report different from the first report? Does the second report make it easier to understand how the cookies were made? Why?

Talking together

Talk over these questions with the others in your class:

1. Why is Mary's second report easier to understand than the first one?
2. When you give a report, why should you tell things in the order in which they happened?

Working together

In the following report the sentences do not tell things in the order in which they happened. With your class decide in what order the sentences should be written.

AN ACCIDENT

(1) This morning I was flying my new kite for the first time. (2) When I started to put my last message on, the string slipped out of my hand. (3) The kite got away before I could catch the string again. (4) I was having fun sending messages up to the kite by fastening pieces of paper

to the string. (5) I ran home to get Dad to help me find the kite. (6) We drove more than a mile before we found it.

Writing and improving a report

The sentences in this report do not tell things in the order in which they happened. Decide for yourself in what order they should be written.

A NEW BOOKCASE

Mr. Carson helped me make a new bookcase. When the bookcase was finished, we painted it brown. First, we sawed long boards into small pieces that were the size we needed. Then, we fastened the pieces together with screws.

Copy the report. Write the sentences so that they tell things in the order in which they happened. Use the pattern on page 47 to help you place the report correctly on your paper. Use capital letters and punctuation marks where you see them.

Correcting your paper

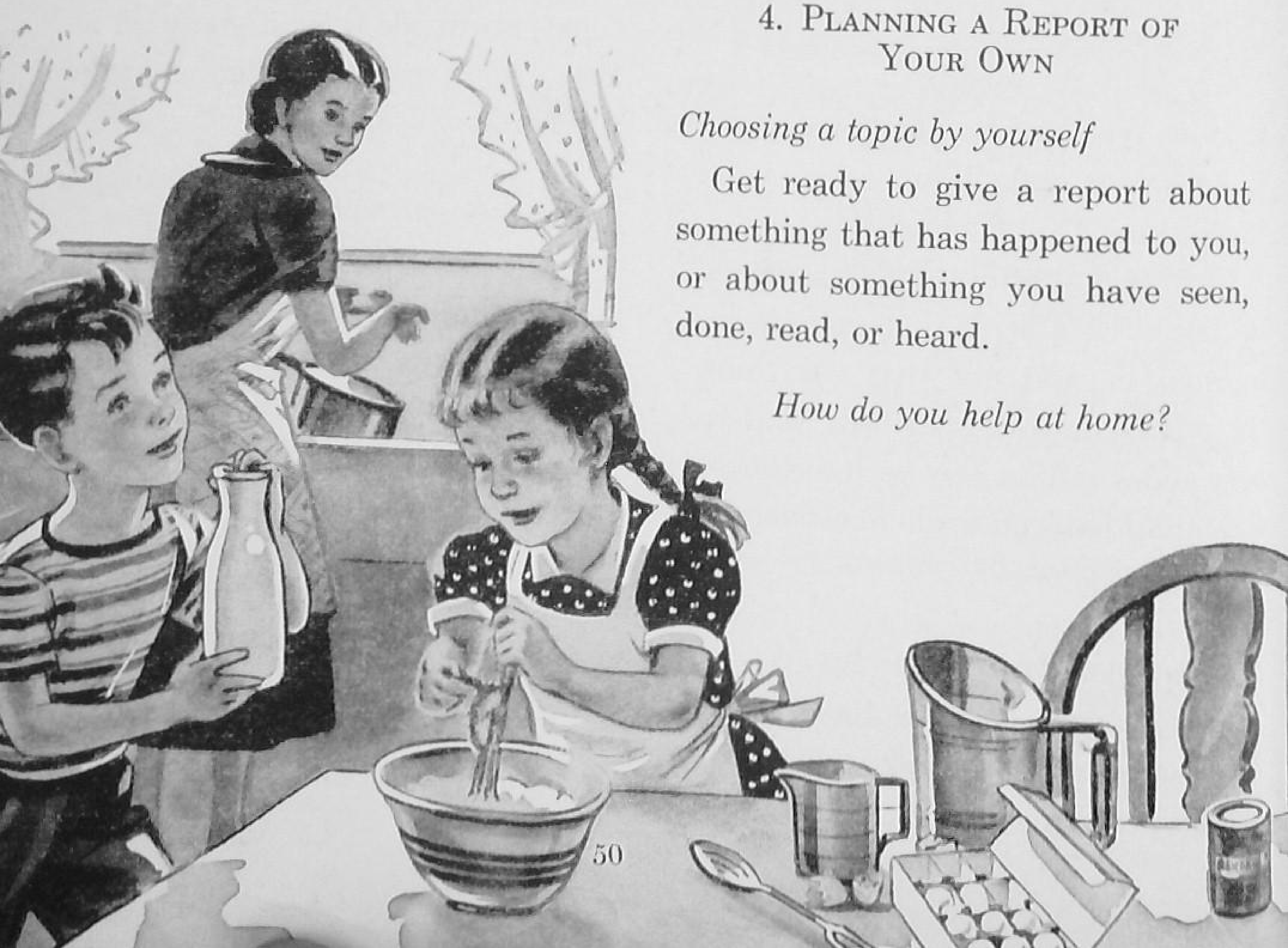
Check your report as your teacher tells what the order of the sentences should be. Remember to find out why any mistake that you made is a mistake.

Write the report again if you need to. Then show your paper to your teacher.

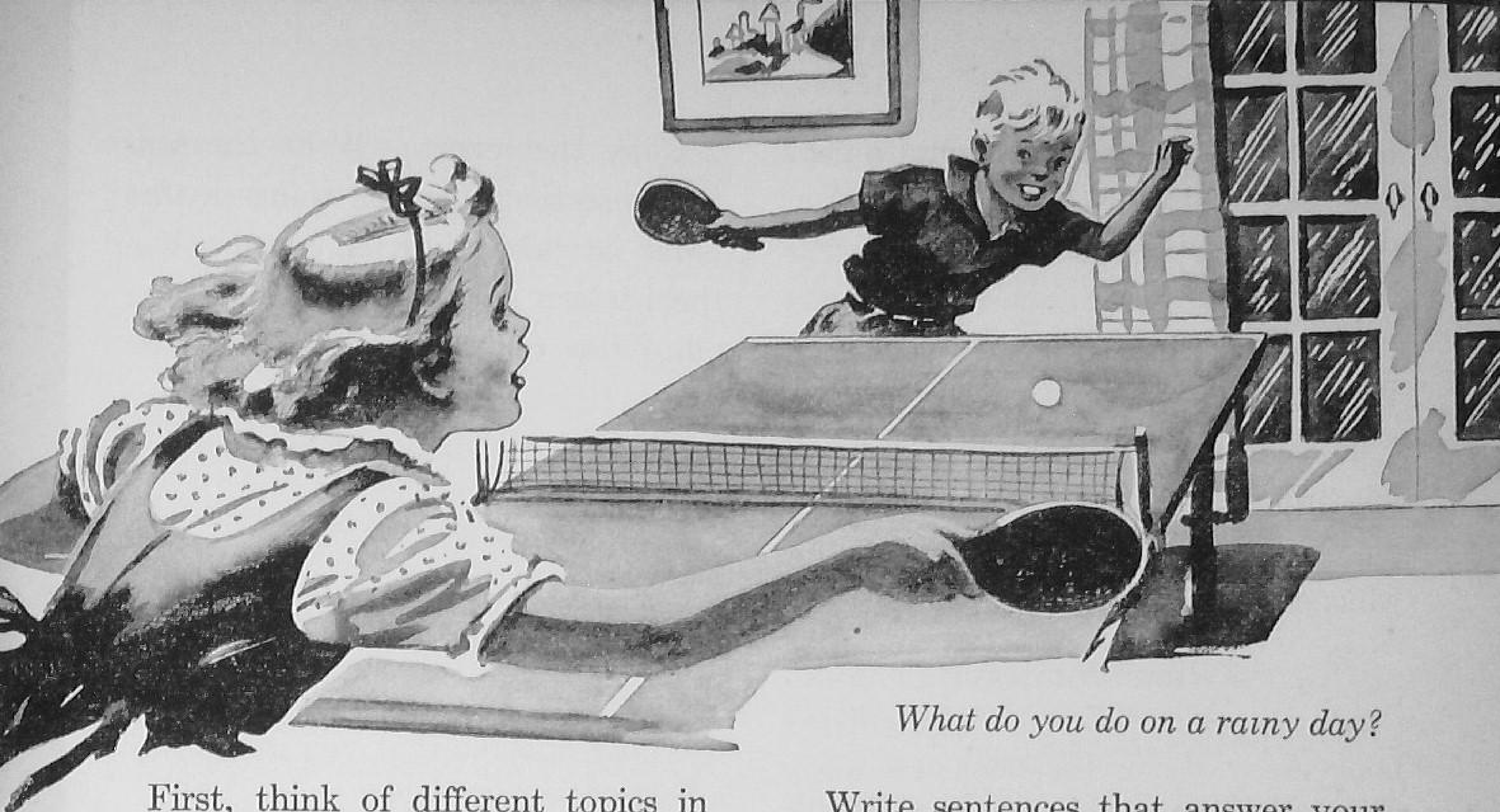
4. PLANNING A REPORT OF YOUR OWN

Choosing a topic by yourself

Get ready to give a report about something that has happened to you, or about something you have seen, done, read, or heard.



How do you help at home?



What do you do on a rainy day?

First, think of different topics in which you are interested. The questions with the pictures on these pages and the five topics listed below will help you.

1. Digging a Cave
2. My New Scrapbook
3. How We Care for Our Canary
4. An Automobile Trip
5. Washing Doll Clothes

Next, choose a topic for your report. It should be a topic that you are interested in, and one that you think the others in your class will want to hear about. You may wish to choose the topic that you made questions for a few days ago.

Writing questions and answers

If you choose a new topic, write questions that you think your report should answer.

Write sentences that answer your questions. If you need to do so, write more than one sentence to answer each question. Use the answers in writing your report. Tell other things about the topic if you wish to. Be sure to put your sentences in the right order.

Improving your report

Use these questions to help you find out whether you made any mistakes in writing your report:

1. Does your report tell about only one topic? Does each sentence tell something about that topic?
2. Did you tell enough to make your report interesting?
3. Does your report tell things in the order in which they happened?
4. Does each sentence say what you want it to say?

5. Where did you use capital letters and periods?
6. Did you write a group of words that is not a sentence when you should have written a sentence?

Practice giving your report at home before your next lesson.

5. Using What You Have Learned

Giving reports in class

When your turn comes to give your report, do these things:
1. Give the topic of your report.
2. If you can do so, give your report without reading it.
3. Speak loudly and clearly enough for everyone in the room to hear.

While the other boys and girls give their reports, listen carefully to hear interesting things that are said. If you do not understand something that someone says, ask him to explain it after he has given his report.

Talking together

Talk over these questions with your teacher and the others in your class:
1. What interesting things were told in the reports?
2. Did each boy and girl who gave a report tell about only one topic?
3. Did each person who gave a report tell enough to make it interesting? Did he tell things in the order in which they happened?
4. When can the class give reports again?

CHAPTER EIGHT

Using Good Sentences in Reports

1. What a Sentence Does

To read and think over

Read these two sentences and answer for yourself the questions that follow:

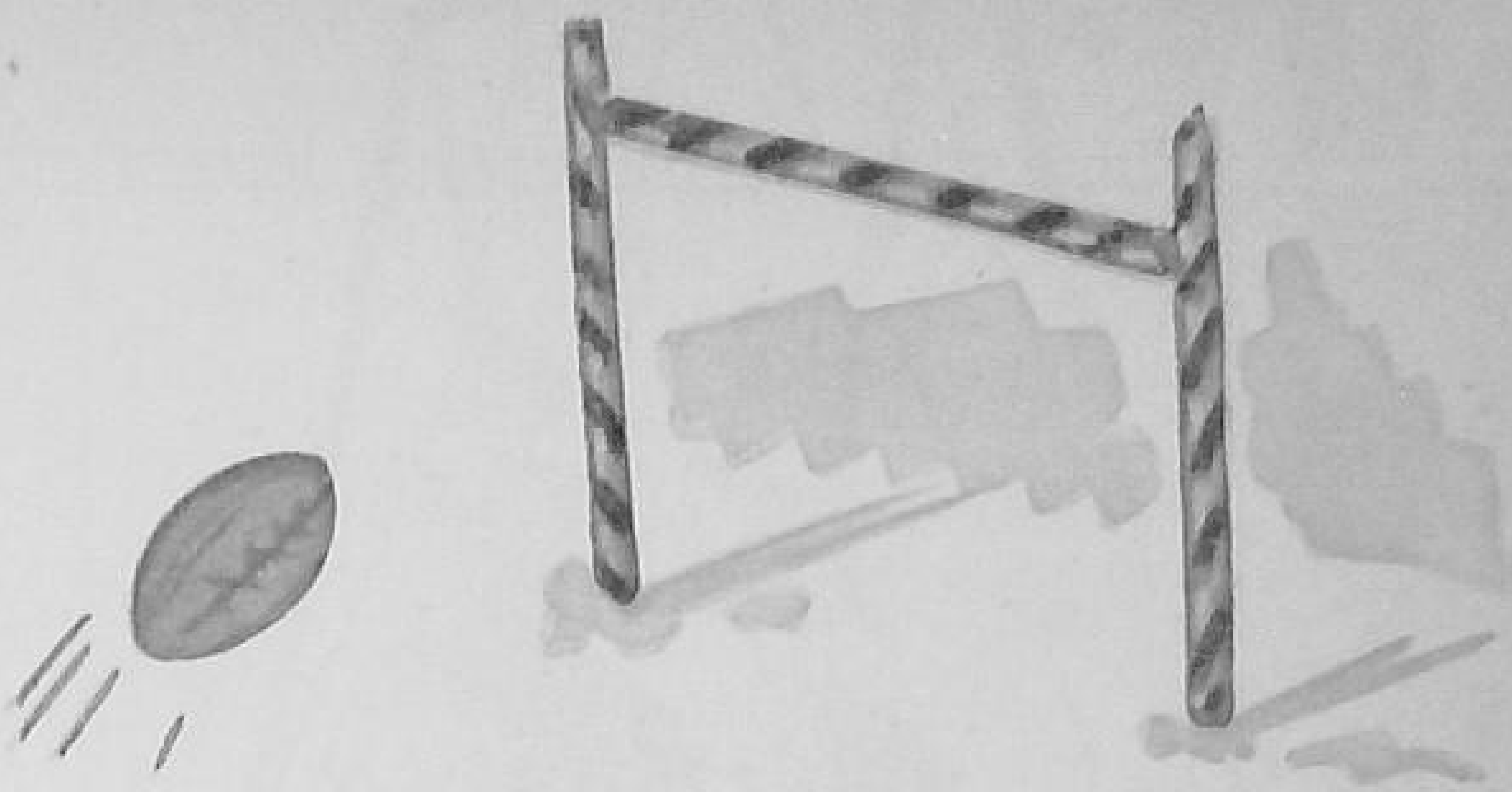
Joe lost his rubbers.
Has anyone seen them?

1. Which of the two sentences is a statement?
2. Which is a question?
3. What kind of letter should be used to begin a written sentence?
4. What mark should be used at the end of a written statement?
5. What mark should be used at the end of a written question?

A group of words may look like a sentence and yet not be one. Your shadow may look like you, but it isn't you. It may have your shape or form, but it can't do everything you do.

It is the same with a group of words that looks like a sentence. A group of words that begins with a capital letter and ends with a period or a question mark has the *form* of a sentence. It may or may not be a sentence.

To find out whether a group of words is or is not a sentence, you must think of what it does. Does it tell or ask something by itself? If it does not, it is not a sentence, even though it begins with a capital letter and ends with a period or a question mark.



Each of these groups of words has the form of a sentence. Which of them are sentences?

1. As fast as he could.
2. Ben crossed the goal line.
3. Able to catch him?
4. What had become of Joe?

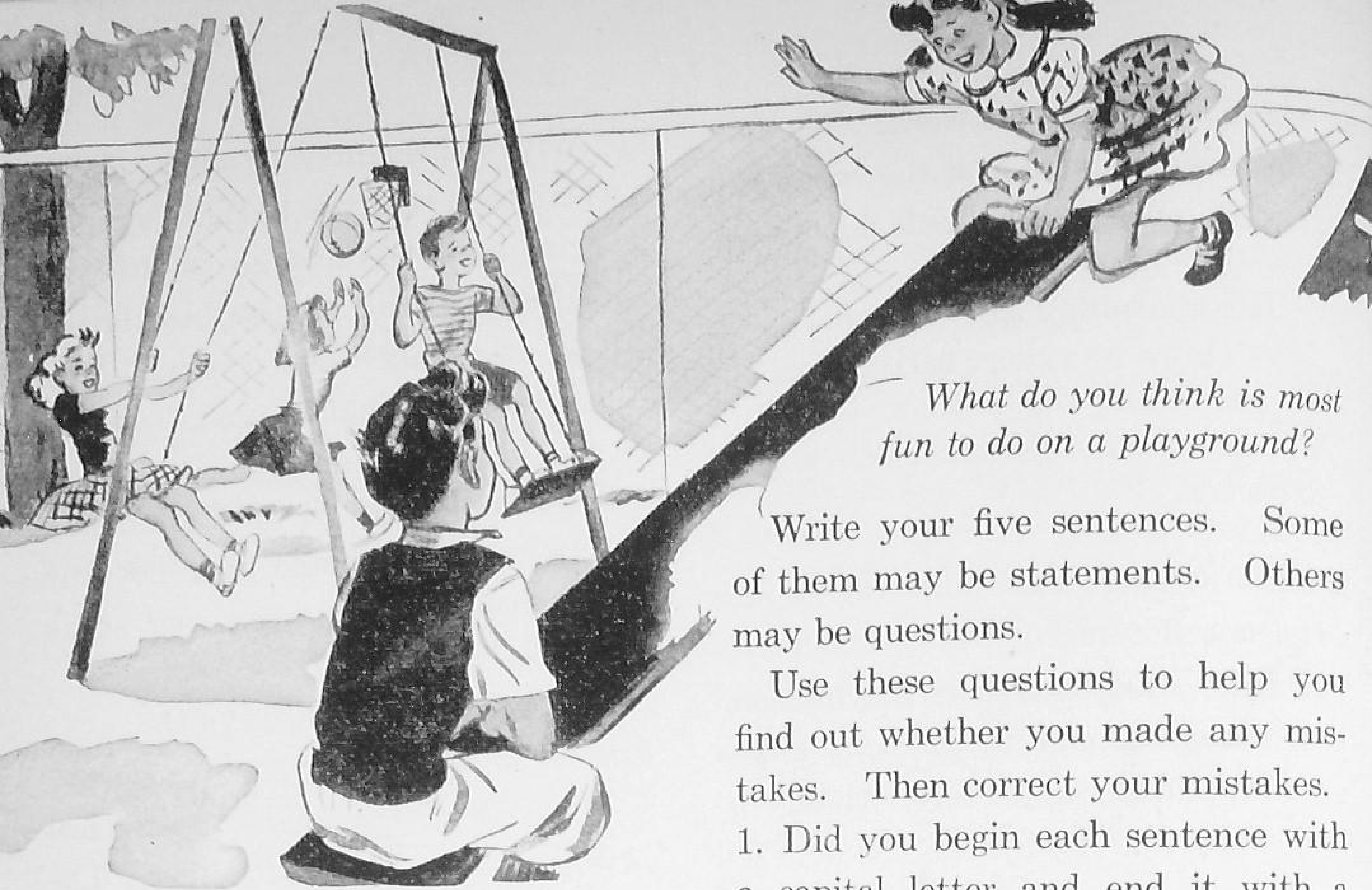
Talking together

1. Which of the four groups of words above are sentences? How do you tell?
2. What punctuation mark should be put at the end of a written statement? What mark should be put at the end of a written question?

Working together

With your class decide which of these groups of words are sentences:

1. Ben's team made a score.
2. Joe's team of six boys.
3. Will Joe's team win?
4. Wearing a blue sweater today?
5. A strong wind blowing?
6. Can kick further than Ben?
7. They will soon stop playing.
8. The last bell will soon ring.
9. Maybe Ben's team will win.
10. Will win the game?



What do you think is most fun to do on a playground?

With your class decide what punctuation mark should be put at the end of each of these sentences:

11. Ben kicked the ball to Joe
12. How far did it go
13. It did not go far
14. Joe caught it
15. Did he throw it to Dick
16. Dick ran past all the players
17. Did he cross the goal line
18. Was the score tied
19. Neither team won the game

Writing sentences

Does the picture above make you think of good times that you have? Think of five sentences that tell about fun you have playing or about the fun you see in the picture.

Write your five sentences. Some of them may be statements. Others may be questions.

Use these questions to help you find out whether you made any mistakes. Then correct your mistakes.

1. Did you begin each sentence with a capital letter and end it with a period or a question mark?
2. Is each group of words that you wrote in the form of a sentence really a sentence?

If you need more practice, do exercise I on page 65.

2. Separating Sentences That Run Together

To read and think over

One day Bob said to his mother:

This morning I got to school early and Miss Howe was there early too and she let me water the flowers and so when I was done she told me I was a good gardener.

Bob used four sentences but he ran them together by using *and* or *and so*

where he needed no word. The four sentences sounded as if they were just one sentence. He should have said:

This morning I got to school early. Miss Howe was there early too. She let me water the flowers. When I was done, she told me I was a good gardener.

In writing the following report Helen ran some of her sentences together. Find each place in which *and* or *and so* should be left out and a period and a capital letter should be added to separate the sentences. Find also the place where only a period and a capital letter need to be added to separate the sentences.

OUR TRICK DIDN'T WORK

One day Bob and I tried to fool our little sister Jane and we dressed up in old clothes. We put on funny masks and so then we rang the door bell. Jane opened the door we began to talk in deep voices. We didn't fool her at all and she knew who we were right away. She just laughed at us.

Talking together

In what places should Helen have left out words and used periods and capital letters to keep her sentences apart?

In what place did she need to use only a period or a question mark?

With others in your class, decide where each sentence in Helen's report begins and ends and give it to your teacher to write on the blackboard. Help in telling where capital letters and periods should be used.

Is Helen's report easier to read and understand when it is written correctly? Why should you not run sentences together when you speak or write?

Something to write

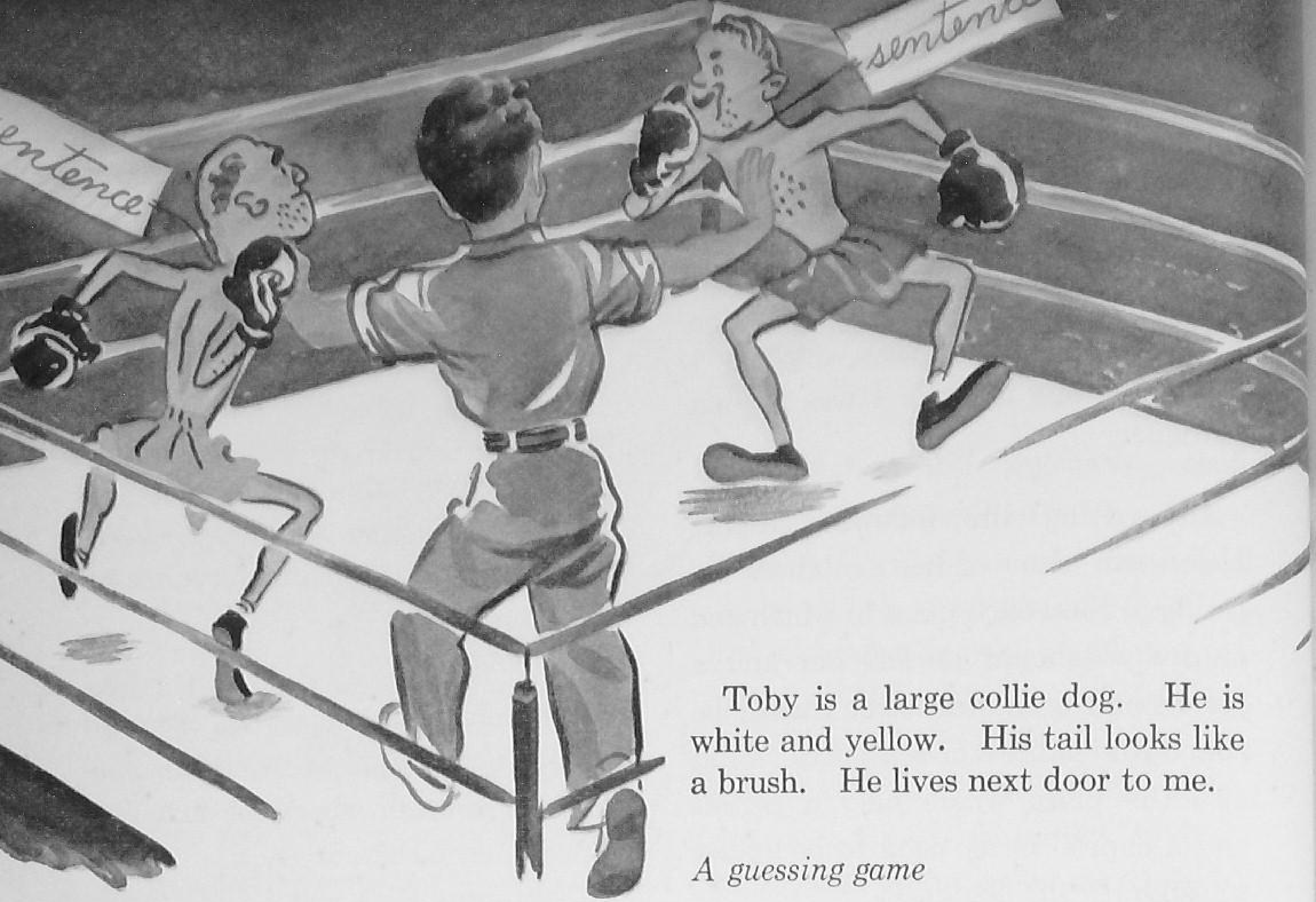
In each of the following exercises two sentences are run together. Decide for yourself where the first sentence in each exercise ends.

1. Yesterday Sam and I went to the library we saw Miss Howe there.
2. I think she was getting books for us maybe she will bring them to school.
3. Tomorrow we are going to get ready for a program I suppose Miss Howe has some stories for us to read.
4. I hope they are good we all like good stories.

As you copy the sentences, separate them correctly.

Checking your work

Check your paper as your teacher tells what each sentence is and how it should be written. Use exercise I, page 65, if you need more practice.



3. Keeping Sentences Apart

To read to yourself

"Toby comes here nearly every day," Miss Howe said to her class. "Tell me what kind of dog he is, what color he is, something about his tail, and where he lives."

This is what Jim said. He ran sentences together.

Toby is a big collie dog and he is yellow and white and he has a long bushy tail. He lives on Fourth Street.

Sally did not run her sentences together. She said:

Toby is a large collie dog. He is white and yellow. His tail looks like a brush. He lives next door to me.

A guessing game

WHO IS IT?

Choose one of these two exercises.

(1)

Think of a boy in your class. Tell something about his size; the color of his hair and of his eyes; where he lives; and what he likes to do. Do not tell his name.

You might begin by saying, "The boy I am thinking of is tall. . . ."

(2)

Think of a girl in your class. Tell something about her size; the color of her hair or her eyes, the color of her dress, what she likes to do. Do not tell her name.

Working together

• If you are asked to do so, tell what you planned to tell about the person you chose. Never say anything about a person that may hurt his feelings. Keep your sentences apart.

Find out who can guess which boy or girl you told about.

Writing sentences

Write four sentences that tell the following four things: (1) your name; (2) how old you are; (3) where you live; (4) what you like best to do now or what you want to be when you grow up.

Checking your work

Use these questions to check your paper:

1. Did you keep your sentences apart?
2. Is each group of words that looks like a sentence really a sentence?

If you made any mistakes, correct them. Then show your paper to your teacher.

4. Using Words Correctly

Thinking through the test

Think which word, *saw* or *seen*, should be used in each blank space in these sentences:

Have you _1_ Dick, Tom?

I _2_ him today. He said he hadn't _3_ you. He _4_ Sam yesterday. Sam just told me that Dick _5_ him.

Did Dick say whether he has _6_ Joe? The last time I _7_ Joe was the last time I _8_ my knife. I haven't _9_ my knife for a week now.

I _10_ Joe yesterday. He said he hadn't _11_ you for a long time. I thought you _12_ each other often.

No, I haven't _13_ him for a week. If you see him again, ask him whether he has _14_ that knife, will you?

Think which word, *did* or *done*, should be used in each blank space in these sentences:

Someone _15_ something with Ben's knife. He doesn't know who _16_ it. I don't know who _17_ it. Can you think of anyone who might have _18_ it?

What do you think someone _19_ with Ben's knife? Who do you think could have _20_ it? Would Joe have _21_ it? Do you think Dick _22_ it?

Ben never found out what had been _23_ with his knife. He never learned who _24_ something with it. Dick said he had _25_ nothing with it. Peter didn't know what had been _26_ with it. Probably it was just lost.

Writing and checking the test

Number a paper from 1 through 26. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. Place an X after each word you had wrong.

5. Using What You Have Learned

To read and think over

There are some mistakes in the sentences of the following report that Peter wrote. One group of words looks like a sentence, but isn't a sentence. Some sentences are run together. Find the mistakes.

WHAT DID WE PAINT?

Last Saturday morning Tom and I decided to paint my old wagon. Dad gave us a can of red paint. And two brushes. We put on our old clothes then we took the wagon to the back yard. I got paint on my nose and ears. Tom had paint on his face and so Mother said we put more paint on ourselves than we put on the wagon.

Thinking how to improve Peter's report

Find the group of words that is not a sentence but that looks like a sentence. Then think how you can make it part of a sentence that is in Peter's report.

Find the sentences that Peter ran together. Decide for yourself how you can separate them. Where will you put the periods and the capital letters that Peter should have used? What words will you need to leave out when you separate the sentences?

Copying and improving the report

Copy Peter's report. Write each sentence correctly. Be sure that each group of words that looks like a sentence is a sentence. Separate the sentences that Peter ran together.

If you are asked to do so, read your copy aloud. With the others in your class, decide how the mistakes that Peter made should be corrected.

If you made any mistakes, correct them. If you do not understand why a mistake that you made is a mistake, ask to have it explained.

CHAPTER NINE

Using Words Correctly in Reports

1. Using *Come* and *Came*

To read and think over

In these sentences *come* and *came* are used correctly:

1. *Has* Jill *come* yet?
2. She *came* an hour ago.
3. Sue and Sally *have come* too.
4. *Had* Mary and Helen *come* for you before you left?
5. Yes, they *came* at two o'clock.

The word *come* is used with helping words such as *has, have,* or *had.* The word *came* is never used with a helping word.

Working together

With your teacher and the others in your class, decide which word, *come* or *came*, should be used in each blank space in these sentences. Then take your turn reading the sentences aloud.

1. Mary must have ... to the party early.
2. Yes, she ... with Sue.
3. Had Sally ... when you got there?
4. No, she and Jill had not ... yet.
5. Was it Bob who ... with Joe?
6. Yes, they ... together.
7. Who ... to the party first?
8. Patty ... first.
9. Someone must have ... with her.
10. No, she ... alone.

A game to play

Play this game as Bob and his friends played it at the party.

Bob was *It.* He was blindfolded. Sue came near him and touched him. This is what was said:

BOB: Who came near me?
SUE (in a strange voice): I came near you.
BOB: Was it Ann who came near me?
SUE: No, it was not Ann who came near you.
BOB: Was it Sue who came near me?
SUE: Yes, it was Sue who came near you.
BOB: Now you are *It,* Sue.

The one who is *It* may ask only five questions. If he does not name the right person in five guesses, the person who touched him becomes *It.*

If anyone says *come* when he should say *came,* he must be *It* for the next turn.

Writing a list of words

Think which word, *come* or *came,* should be used in each blank in these sentences:

Has Joe _1_ home yet, Mrs. Hill?
Yes, he _2_ ten minutes ago, Tom.
Have Sam and Ben _3_?
Yes, they _4_ with Joe. They must have _5_ from the party together. Would you like to see them?
Has Tom _6_ yet, Mother?
Yes, he has _7_, Joe. He's here in the living room.
Why didn't you tell me he had _8_?
He just _9_. He _10_ about a minute ago.
Who _11_ with him?
No one _12_ with him. He _13_ alone.
Has Peter _14_ yet?
Yes, he _15_, but he couldn't stay.

Number a paper from 1 through 15. After each number, write the word which should be used in the blank that has the same number.

Checking your paper

Check your word list as your teacher reads the correct words aloud.

If you made a mistake, turn to page 58 and read again how to use *come* and *came*. Then work out the exercise on *came* and *come*, page 66.

2. Using *Run* and *Ran*

To read and think over

In these sentences *run* and *ran* are used correctly. Which word is used with a helping word?

1. Who *ran* in the race yesterday?
2. Jack *ran* in it.
3. *Has* he *run* in other races?
4. He said he *had run* in many races.

> **The word *run* is used with a helping word such as *has*, *had*, or *have*.**
>
> **The word *ran* is never used with a helping word.**

Working together

Think which word, *run* or *ran*, should be used in each blank in these sentences. Take your turn reading the sentences aloud. Help the class decide which word should be used in each blank.

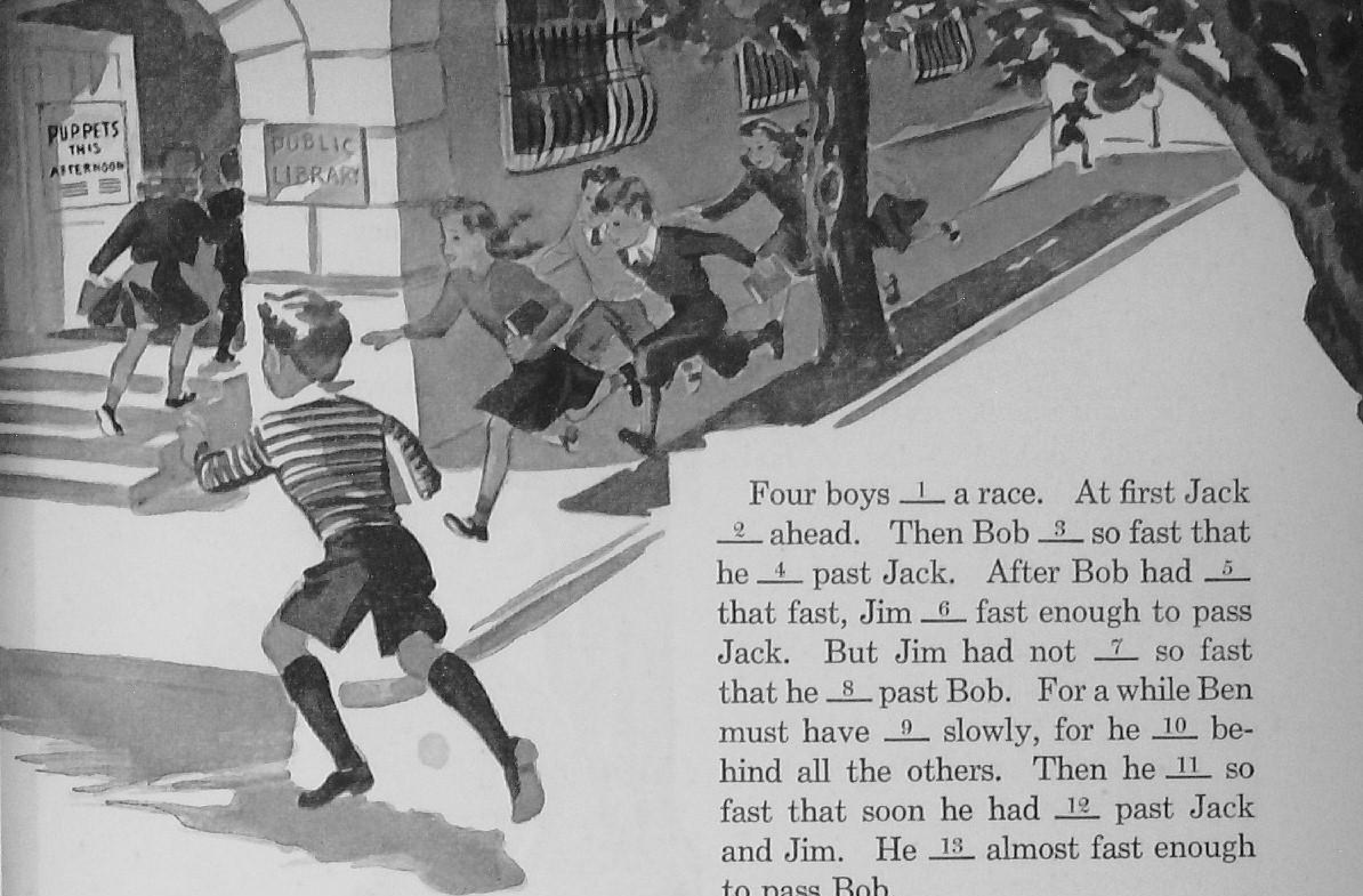
1. Jim's pony has . . . away.
2. It had never . . . away before.
3. Jim . . . after the pony.
4. It . . . around the corner.
5. The faster Jim . . ., the faster the pony . . . .
6. Jack helped Jim. They have . . . across lots and caught the pony.

A game to play

The class should choose someone to be the leader. He thinks of a question in which he names one of the places in the list below, or any other place he can think of. In his question he uses *ran* or *has run*.

1. around a corner
2. to the library
3. home from school
4. down the street
5. up the tree
6. across the road
7. downstairs
8. into the grass

For example, the leader may ask, "What *ran* down the street?" or "Who *has run* home from school?" Then he calls on someone to answer the question.



The boy or girl who is called on must use *run* or *ran* correctly in his answer. For example, he may say, "Water *ran* down the street," or "Patty *has run* home from school."

When a person uses *run* or *ran* correctly in his answer, he becomes the leader.

If the leader does not notice a mistake that is made in an answer, he must choose someone to be the leader in his place.

Thinking and writing words

Think which word, *run* or *ran*, should be used in each blank in these sentences:

Four boys __1__ a race. At first Jack __2__ ahead. Then Bob __3__ so fast that he __4__ past Jack. After Bob had __5__ that fast, Jim __6__ fast enough to pass Jack. But Jim had not __7__ so fast that he __8__ past Bob. For a while Ben must have __9__ slowly, for he __10__ behind all the others. Then he __11__ so fast that soon he had __12__ past Jack and Jim. He __13__ almost fast enough to pass Bob.

At last the boys had __14__ the race. Near the end Jack had __15__ so fast that he __16__ past Jim and Ben. Then he __17__ past Bob too. Can you tell who had __18__ fast enough to win?

Number a paper from 1 through 18. After each number, write the word which should be used in the blank that has the same number.

Checking your paper

Check your list of words as your teacher reads the correct words aloud. If you do not see why a mistake that you made is called a mistake, ask to have it explained. Then work out the exercise on *run* and *ran*, page 66.

3. Words That Tell What You Mean

Thinking out answers

Think out answers to the following questions. For each answer use a word from a group at the right that has the same number as the question. Choose the word that helps you make the best answer to the question.

1. What shows that Tom is thinking pleasant thoughts? His . . .
2. What kind of clothes is Tom wearing?
3. How does Tom look?
4. What is Tom doing to the pump handle?
5. Is the foot that you cannot see inside, above, behind, or around the platform?
6. Into what is the water running?
7. From what part of the pump is the water coming?
8. How much water is coming from it?

Writing a list of words

Write on a sheet of paper the words that you chose. Number them to show to which question each word belongs.

Talking over the answers

Help the class decide which words can be used in giving good answers and which cannot.

1.	2.	3.
smile	school	slender
grin	farm	fat
frown	fancy	huge
scowl	foolish	tiny

4.	5.	6.
feeling	inside	pail
patting	above	bucket
stroking	behind	milk can
grasping	around	tub

7.	8.
top	stream
bottom	trickle
handle	spray
spout	river

Writing answers

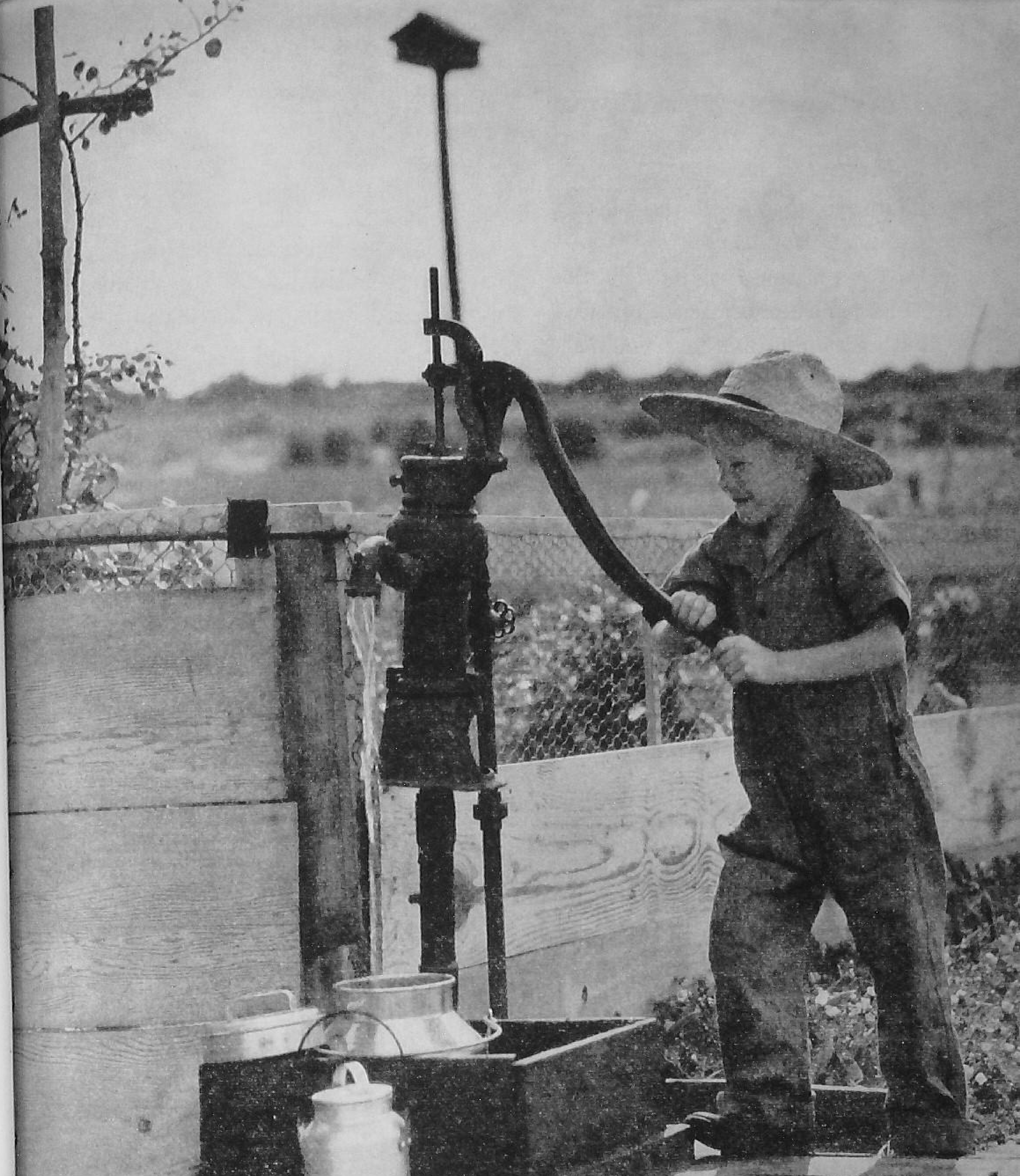
Write as a sentence your answer to each question. Check your sentences to make sure that they are written correctly.

Finding and writing words of like meaning

Think what the first word in each line below means. Then in the same line find the word that is most like the first word in meaning. Write the pair of words for each line.

slender	short, thick, slim, strong
above	after, beside, against, over
catch	hold, seize, lift, push
foolish	clever, smart, unwise, safe
spray	flood, mist, stream, brook
bucket	lake, pond, pail, pan

Give your paper to someone to check while you check his.



Lam

FARMER TOM

Thinking about the picture

Tom likes to spend his summers on his uncle's farm. What is Tom doing? Does he feel happy about the work? How can you tell? What kind of boy do you think Tom is?

4. Using What You Have Learned

Reading, thinking, and writing

What word should be used in each blank? Choose one of two words that follow the blank.

WATCHING AN AIRPLANE

Yesterday just after I had . . . (come, came) home, I heard a plane flying low. Dad and I . . . (run, ran) out to watch it as it . . . (come, came) down in our meadow. Before we had . . . (run, ran) far, the plane had . . . (come, came) to a stop. The pilot said he . . . (run, ran) out of gas. My dad always puffs after he has . . . (run, ran) fast.

Copy the report. Use the right word in each blank.

Read your copy of the report. Draw a line through the sentence that should be left out of the report.

Working together

If you are asked, read your copy aloud. The class should decide upon answers to these questions:

1. What word belongs in each blank?
2. Which sentence should be left out? Why?

5. Testing Yourself

To read and do by yourself

Think whether *come* or *came* should be used in each blank in these sentences:

Sue _1_ late to school today. She has not _2_ late before. Often she has _3_ early.

Sally and Alice _4_ early today. They have _5_ early every day this week. They have _6_ at half past eight so they could play Hop Scotch.

Other boys and girls _7_ early too. Eleven of them had _8_ by twenty minutes to nine, but Sue _9_ late. She has never before _10_ too late to play.

Think which word, *run* or *ran*, should be used in each blank in these sentences:

Sue tried not to be late. She had dressed quickly and had _11_ down stairs. Then before breakfast she _12_ two errands. She _13_ to Mrs. Clark's house to get a letter. She _14_ to the store for bread. By the time she had _15_ home and eaten breakfast it was almost half past eight.

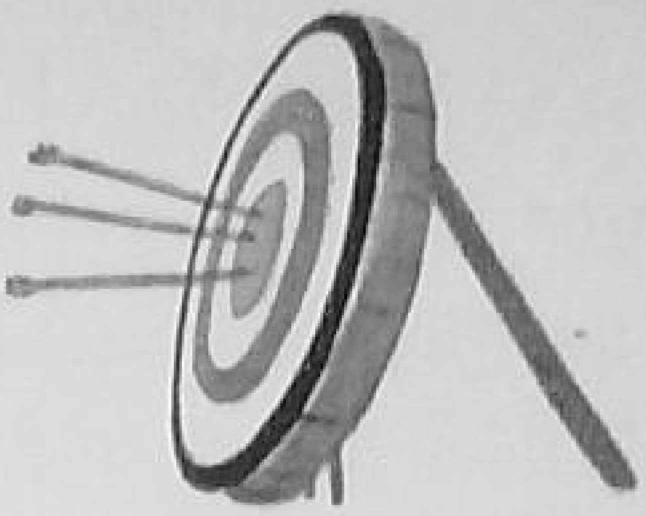
Sue _16_ part of the way to school. When she had _17_ three blocks, she heard the last bell ring.

Number a paper from 1 through 17. After each number write the word which should be used in the blank that has the same number.

Correcting your paper

Check your paper as your teacher reads the correct words aloud. If you do not understand why a mistake that you made is a mistake, ask to have it explained.

More Practice



I

To read and think about

Decide what mark belongs at the end of each of these sentences:

1. In the fall birds gather in the treetops
2. They are getting ready to go south
3. What do they eat
4. Where do they stay in winter
5. Some birds fly thousands of miles
6. Have you ever seen a humming bird
7. Humming birds are very small
8. They are great flyers
9. Which tiny bird flies the farthest of all small birds
10. How many miles does the tiny warbler fly

Something to write

Take a sheet of paper. First, write the numbers of the sentences that should end with periods.

Next, write the numbers of the sentences that should end with question marks.

Copy the sentences. Put the right mark at the end of each.

Checking your work

Is each sentence after which you put a period a statement? Is each sentence after which you put a question mark a question?

II

Thinking out a report

Choose one of these sets of questions and think out a report made from the answers:

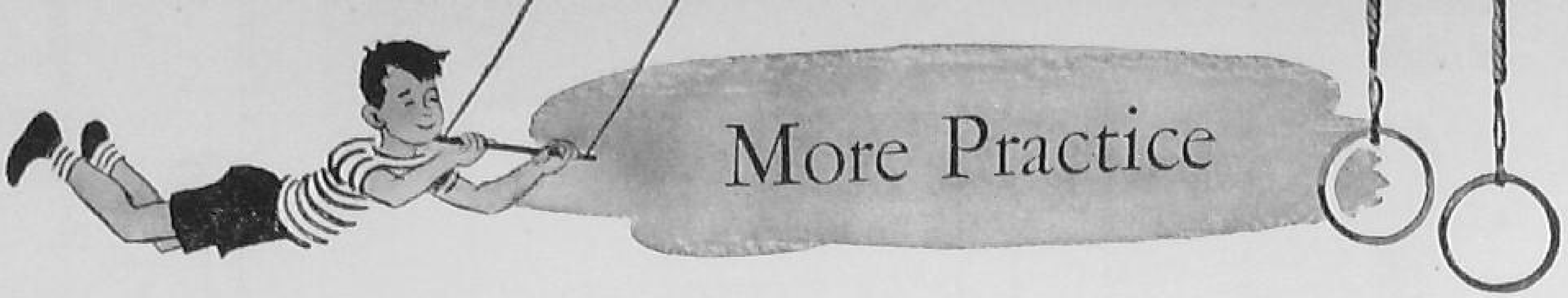
1. What do you sometimes play indoors on a stormy day? What do you do? Why do you like it?
2. What do you like to watch your mother do? What does she use? What does she do first? What does she do after that?
3. Where have you seen men at work? What were they doing? Why did you like to watch them?

Writing a report

Write the report that you made up. Keep your sentences apart.

Writing another report

Use one of the following sentences as the beginning of a report, or choose a beginning sentence of your own.



More Practice

1. I like to draw pictures.
2. We have fun on our playground.
3. Sometimes in winter I feed the birds that are around.
4. I like to read stories about . . . . . .

Checking your reports

Look at each group of words that you began with a capital letter and closed with a period or question mark. Is the group really a sentence? If you made any mistakes, correct them.

III

Thinking of the right words

Choose the right word for each of these blanks. Use *ran* or *run*:

Jane ___1___ out into a garden for some flowers.
Betty ___2___ into the house for a vase.
John was out of breath. He had ___3___ nearly a mile.
Peter has ___4___ a lawn mower.
Mary has ___5___ a sewing machine. She ___6___ it to help her mother.

Decide whether *come* or *came* belongs in each of the following blanks:

What ___7___ from the bushes?
An old rabbit ___8___ out. With her ___9___ a young one.
They had ___10___ out for food.
A fox ___11___ from the woods.
What had he ___12___ for?

For each of these blanks choose *went* or *gone*:

Mary has ___13___ to town.
She ___14___ to buy a new dress.
Don and his brother have ___15___ fishing.
They ___16___ with their father.
Where has Tom ___17___?

Writing the words chosen

Number a paper from 1 through 17. Write after each number the word you chose for the blank with that number.

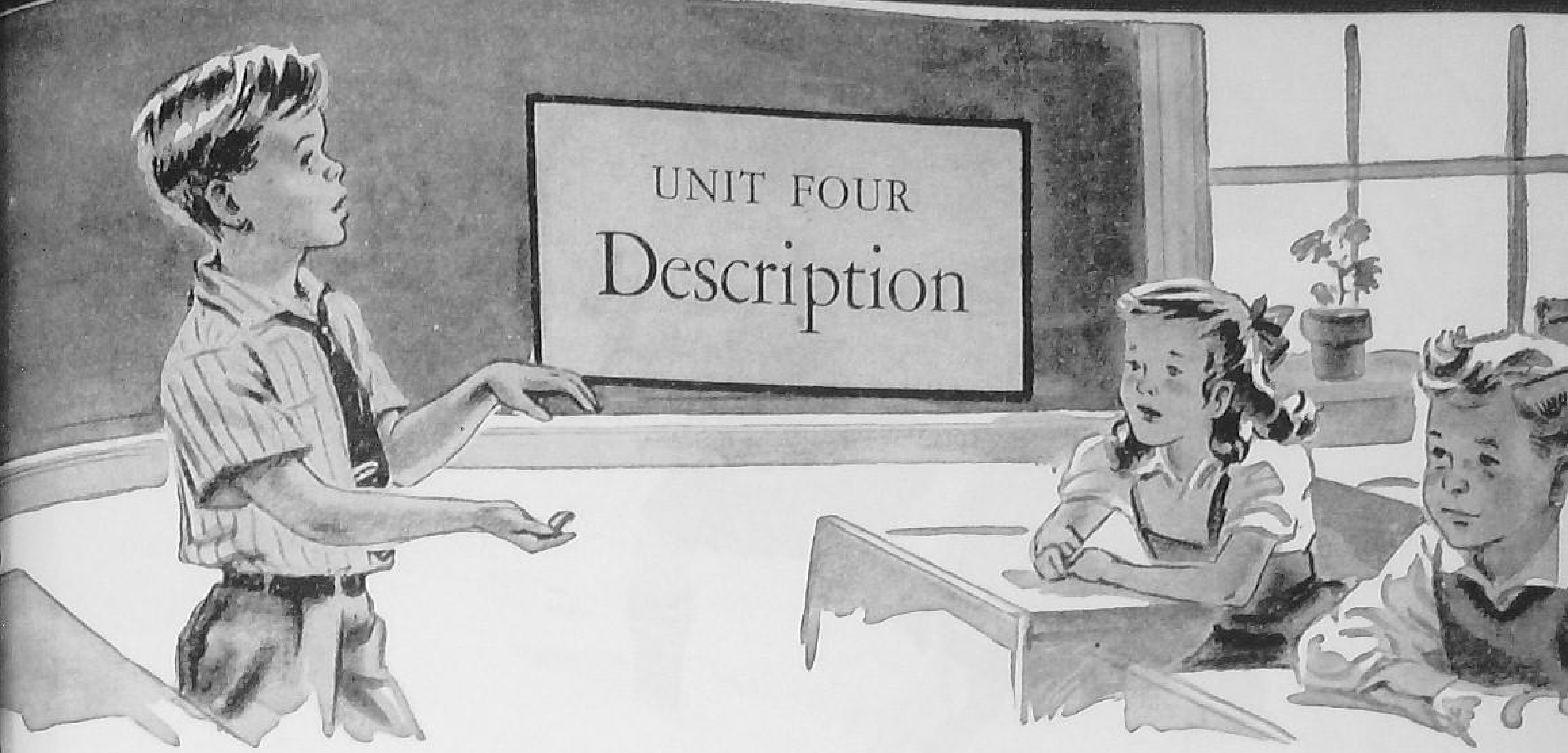
Checking your work

For blanks 1 through 6 did you choose *run* in each sentence that has the helping word *have*, *has*, or *had* in it?

For blanks 7 through 12 did you use *come* with a helping word?

For blanks 13 through 17 did you choose *gone* to use with a helping word?

Did you use *ran*, *came* and *went* without helping words?



CHAPTER TEN

Telling How Something Looks

1. Telling Important Differences

To read and think over

"My sister lost her new coat yesterday," Patty told her class one morning. "It has a collar and a good lining. There are some pockets in it. If you find it, please let me know."

In the picture on pages 68 and 69 Patty's sister is wearing the coat that was lost. Can you tell which coat it is?

"Patty didn't tell us how her sister's coat is different from other coats," Bob said. "Nearly every coat has a collar and a lining."

"Most coats have pockets too," added Ellen.

"I am sure Patty can tell us in what ways the lost coat is different from most other coats," suggested Miss Howe. "Those are the important things for us to know."

Then Patty said, "My sister's coat is tan. It has two rows of red buttons down the front. There is a strip of red cloth at the top of each pocket. A Scotty-dog pin is on the front of the coat."

Can you find Patty's sister in the picture now?

Talking together

1. What things did Patty tell about her sister's coat the first time she described it? Why did none of them seem important to the boys and girls?
2. What things did Patty tell the second time she described the coat? Why was each of them important?
3. When you describe something, what kind of things are important for you to tell about its looks?

Writing sentences

In the picture above, both Mary and Patty's sister are wearing tan coats.

Write four sentences that tell four ways in which Mary's coat looks different from many other coats.

If you are asked, read your sentences aloud. Then the class should decide what things make Mary's coat look different from the others.

2. Telling Enough

To read and think over

One day Joe lost his father's fountain pen on the playground. It was picked up but not returned to Joe. When he asked for help in finding the pen, this is what he said about it:

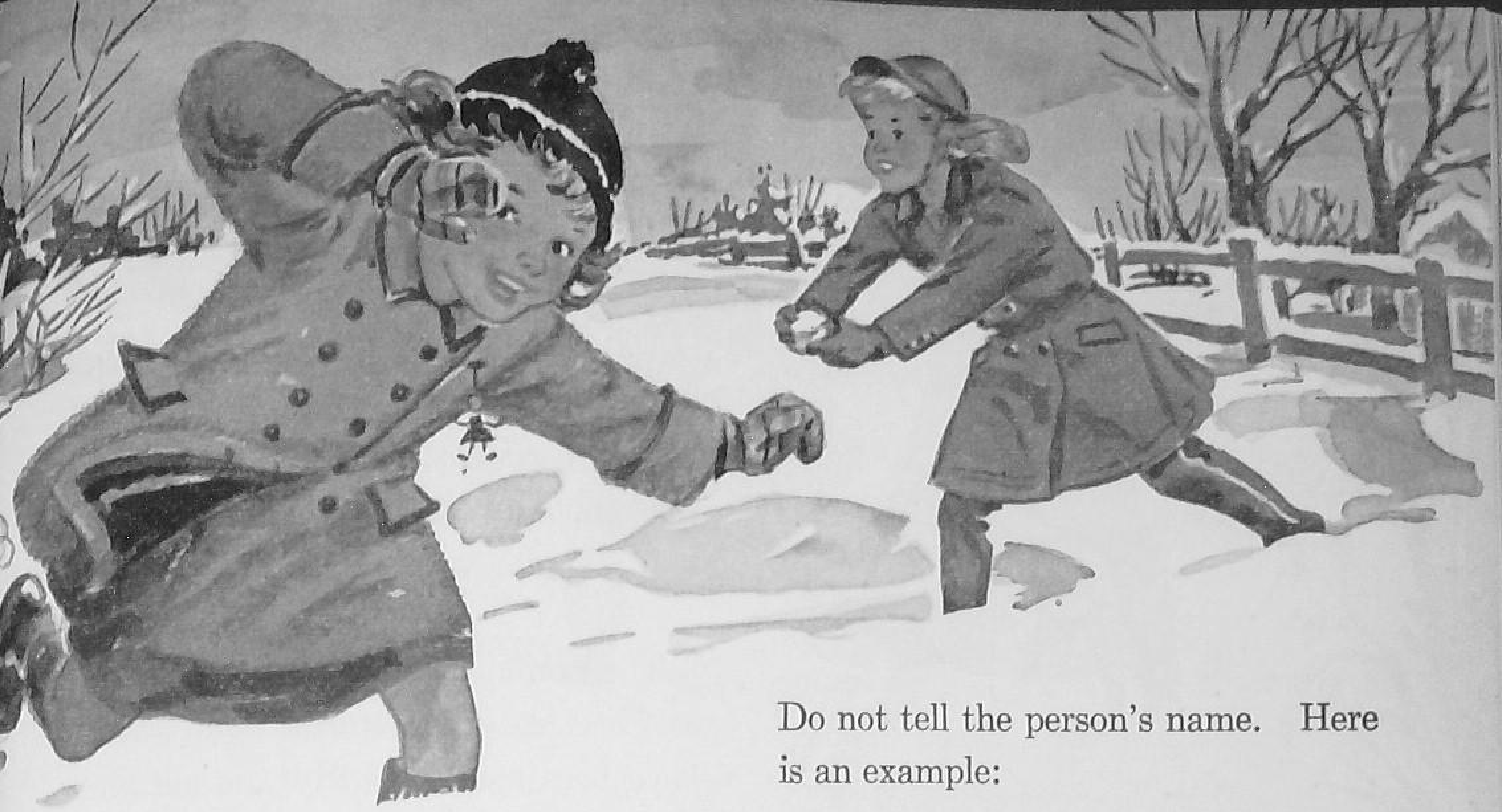
My dad's fountain pen is green. There is a narrow brass band around it. It has a brass clip too.

The three things that Joe said about the pen were important for the boys and girls to know. They showed some ways in which the pen looked different from many other pens.

The boys and girls asked Joe to tell as many ways as he could in which the pen was different from many other pens. This is what he said:

My dad's pen is a Sure Point pen. It is green. There is a narrow brass band around it. It has a brass clip. When you hold the pen up to the light, you can see how much ink there is in it. The cap of the pen is cracked.

Why was Joe's second description more helpful than the first one?



Talking together

1. How many things did Joe tell about the pen the first time he described it? How many things did he tell about it after the boys and girls asked him to tell all he could?
2. Why was Joe's second talk more helpful than the first?
3. When you describe something, why should you tell as many important things about it as you can? How will that help others?

Writing sentences that describe

Think of someone in your class. Then think of ways in which he looks different from most of the others in the class.

Write sentences that describe the person you chose. Never write anything that will hurt a person's feelings. Do not tell the person's name. Here is an example:

I am thinking of a person whose hair is brown. She wears two pigtails. On each one is a blue ribbon. Her dress is tan. Who is it?

If you are asked to do so, read your sentences aloud. See whether the other boys and girls can guess the name of the person you described. If they cannot guess, tell them who it is and then ask them to tell you what important things you should have written about him.

3. Using Words That Tell Exactly What You Mean

To read and think over

Read the following descriptions of the girl's hat pictured on page 70. Think what each word or group of words printed in italics (slanting letters) means.

(1)

My new hat is a *light color.* There is some *cloth* around the top. The brim turns up in *one place.* On the brim there are a *few* little flowers.

(2)

My new hat is *white.* There is some *ribbon* around the top. The brim turns up in *front.* On the brim there are *five* little flowers.

Talking together

1. There are four words or groups of words printed in italics in the first description. What word is used in the place of each of them in the second description?
2. Do the changes made in the sentences of the second description tell better how the hat really looks? Why?
3. In describing something, why is it best to use words that tell exactly how it looks?

Writing a better description

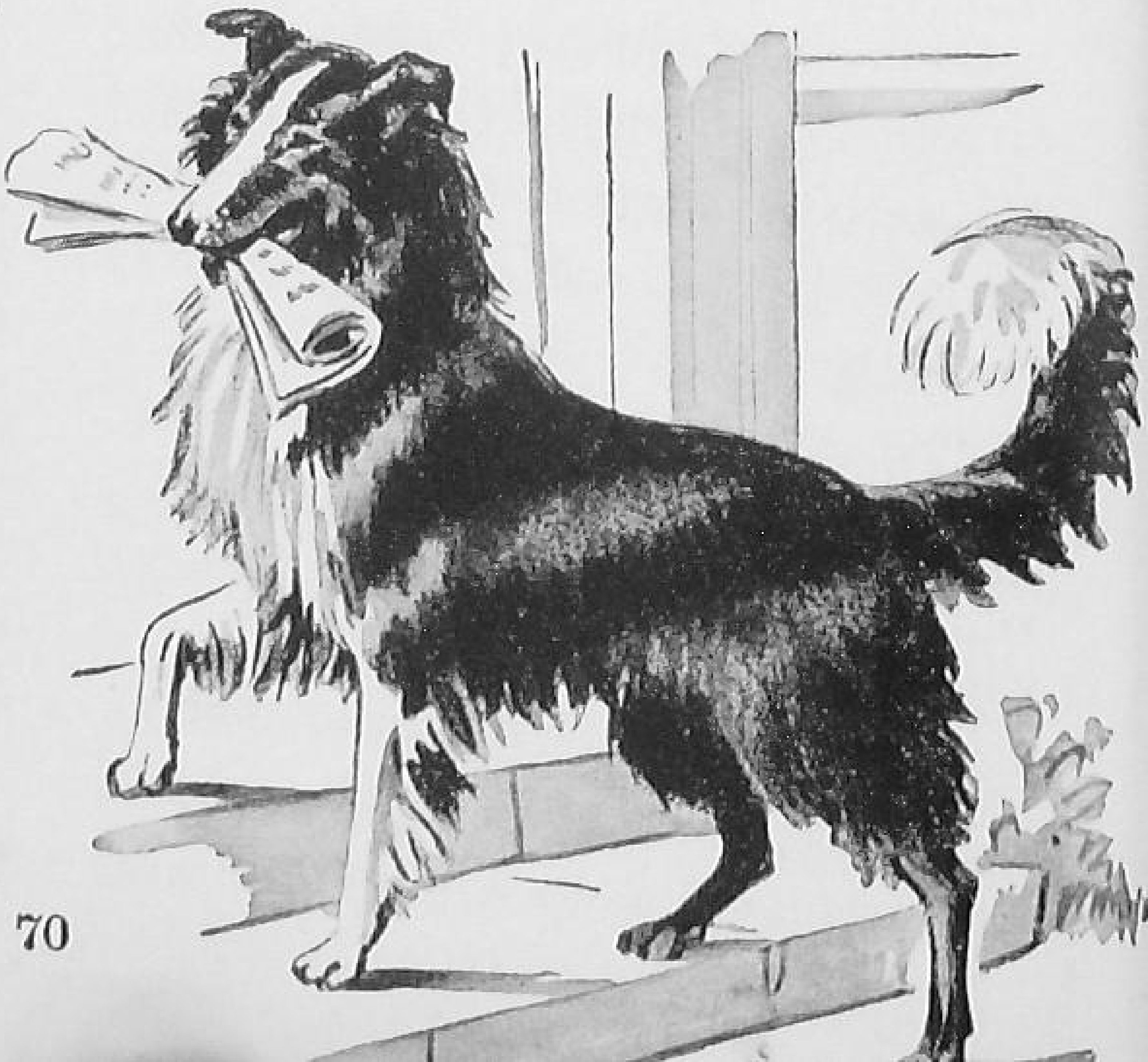
This is a poor description of the collie dog, Punch, pictured below:

Punch is a long-haired dog. His coat is *dark.* There is a *light* spot between his eyes. *Some* of his legs have *light* spots on them. *Part* of his tail is white.

The words printed in italics are not as exact as other words that could have been used. Study the picture below to help you think of more exact words to use in their places.

Copy the description of Punch. Put in the words you have chosen instead of those in italics.

If you are asked to do so, read your copy aloud. The class should decide on good words to use instead of the words in italics.



4. Telling About Something You Know

To read and think over

Think of some object that you have lost or that you know very well. It may be a tricycle, a sled, an automobile, a coat, a pencil, a wagon, a pet, a toy, or a bird, or any other object you wish to choose.

Now think of things that you should say to describe the object. Remember to do three things:

> 1. Tell ways in which it is different from other objects that might be mistaken for it.
> 2. Tell enough about it.
> 3. Use words that tell exactly what you mean.

Writing and correcting sentences

On a sheet of paper write your description of the object that you chose.

Use these questions to help you find out whether you wrote your sentences correctly:

1. Did you tell enough important things?
2. Did you use words that tell exactly what you mean?
3. Did you keep the sentences apart?
4. Is each group of words that looks like a sentence really a sentence?
5. Did you use capital letters and punctuation marks where they were needed?

If you find a mistake, correct it. Save your paper for the next lesson.

5. Using What You Have Learned

Working together

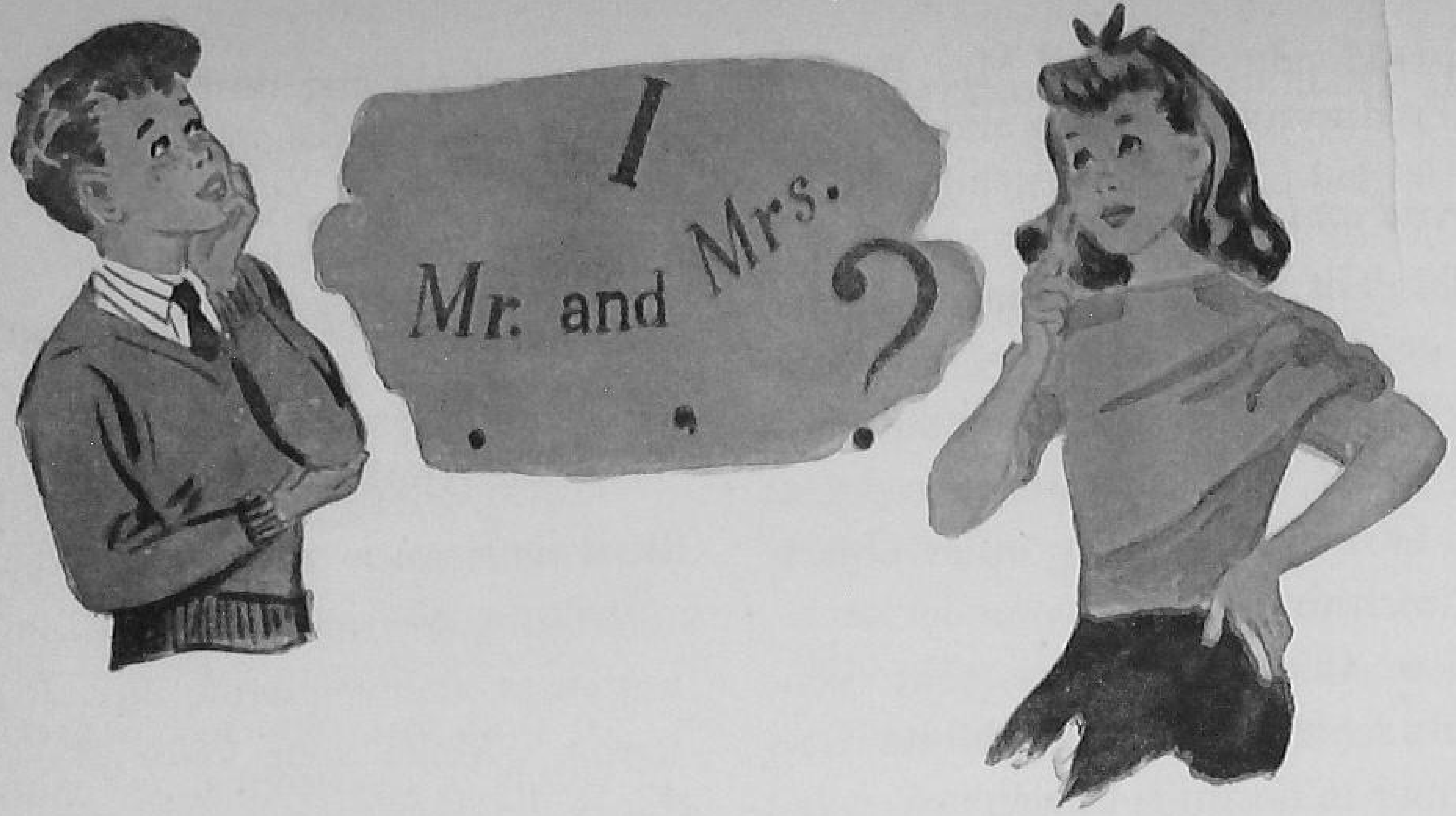
When your turn comes, read the sentences that you wrote in your last lesson. Make your voice pleasant. Speak loud enough for everyone to hear, but not too loud.

Listen carefully while the other boys and girls read aloud. If anyone asks how to improve what he wrote, try to help him.

Talking together

Help your class answer these questions about each description that was read aloud:

1. Did everyone tell important things about the object he described? Did he tell things that were not important?
2. Did each one tell enough in his description?
3. Did everyone use words that told exactly what he meant?
4. In what ways can the boys and girls in your class do better the next time they make descriptions?



CHAPTER ELEVEN

Making Good Sentences

1. Capital Letters and Punctuation Marks in Sentences

To read and think over

Think of an answer for each of these nine riddles:

1. I am large. I should begin every sentence that you write. What am I?
2. I am small and round. You should put me at the end of every statement that you write. What am I?
3. I am large. I look different from my little brothers. Put me first when you write the name of a person, a pet, a town, or a city. What am I?
4. I have a crooked back. You should make me stand at the end of every question that you write. What am I?
5. When you write me by myself I should always be large. What am I?
6. I am quite a big fellow. If you don't make me begin the name of a month or of a day, you will make a mistake. What am I?
7. I am little but I am important. Don't forget me when you write *Mr.* and *Mrs.* What am I?
8. I am large. Use me to begin the first word in the greeting of a letter. What am I?
9. I am small and round and have a tail. Use me after the greeting in a letter to a friend. What am I?

Talking together

Help the class decide what is the right answer for each riddle.

Next, read the following sentences. Then, with the others in your class, decide why each capital letter and each punctuation mark is needed.

Last Monday Mr. and Mrs. Burke and Fred went to Atlanta and bought a little pup. Fred calls him Ruff. The puppy has short legs and a large head. His ears stand up straight. His coat is black and rough. His hair is coarse and curly. On his tail there is some gray hair.

Writing sentences

First, think of an answer for each of these six questions:

1. What holiday do you like best?
2. In what month is Christmas?
3. In what town or city do you live?
4. What game do you like best?
5. Who lives next door to you?
6. What is the name of a friend?

Next, think how you can give each answer in a sentence. Then write your six sentences on a sheet of paper. Number each sentence. Put a period after each number.

Correcting your sentences

Use these rules to help you check your sentences:

> **1. Use a capital letter**
> **(a) to begin a sentence.**
> **(b) to begin the name of a person, a day, a month, a town, or a city.**
> **(c) to begin Mr. or Mrs.**
> **(d) to write the word *I*.**
> **2. Use a period**
> **(a) at the end of a statement.**
> **(b) after Mr. or Mrs.**

If you made any mistakes, correct them. Then show your paper to your teacher.

2. Finding and Making Sentences

To read and think over

Sometimes a group of words that is not a sentence is written incorrectly in the form of a sentence.

> **To find out whether a group of words is a sentence, ask yourself these questions about it:**
> **1. Does it tell or ask something?**
> **2. Does it make sense by itself?**

Decide which of the following nine groups of words are sentences:

1. Judy's birthday next week.
2. Will she have a party?
3. Judy and her friends last night.
4. I want to give her candy.
5. Only eight years old?
6. Where does she live?
7. A small black kitten.
8. In a big house on Oak Street.
9. Does she have a doll?

Think how you can use each group that is not a sentence in making a sentence. Decide what word, or words, you will add.

Which of the following six sentences are statements? Which are questions? Decide what mark should be placed at the end of each sentence.

10. I am going to surprise Judy
11. What are you going to do
12. Will you promise not to tell
13. I won't say a word
14. I'm making a basket for her
15. What are you going to put in it

Talking together

1. Which of the groups of words, numbered 1 through 9, on page 73 are not sentences? If you are asked to do so, read the sentences in which you used these groups.
2. What punctuation mark belongs at the end of each of the six sentences numbered 10 through 15?

Writing sentences

None of the groups of words below is a sentence. Think what word or words you will add to each group in making a sentence. Then write your five sentences.

1. Today Sam and Dick
2. At the drug store
3. Ate ice-cream sodas
4. Go by themselves
5. Came home late

Use these questions to help you correct your sentences:

1. Is each group of words that you wrote in the form of a sentence really a sentence?
2. Did you begin each sentence with a capital letter? Where did you put periods? Where did you put question marks?

Show your paper to your teacher.

3. Keeping Sentences Apart

To read and think about

One day Miss Howe's class had a riddle party. Mary wrote this riddle. Did she keep her sentences apart?

I am made of glass. I have a frame of wood. If you stand in front of me, you can see a pair of eyes, a mouth, and a nose. What am I?

When Tom wrote this riddle, did he run any sentences together?

They are made of wood and each one has four legs some have arms. They have no heads or hands and we sit on them guess what they are.

Talking together

1. What is the answer to Mary's riddle. To Tom's riddle?
2. How many sentences did Mary use?
3. How many sentences does Tom's riddle seem to have? How many does it really have? If Tom had separated his sentences, where would he have used capital letters? Where would he have used periods? What words would he have left out?

4. Which riddle is easier to read? Why?

5. Why should you take care not to run your sentences together?

Working together

Choose one of these two topics. Then think what you will say when you tell about it.

A GOOD MOTION PICTURE

Tell its name and when and where you saw it; what it was about; whether it was short or long; what part of it you liked best.

AN INTERESTING TRIP

Tell where you went; how you went; who went with you; how long you were gone; something that happened.

If you are asked to do so, tell the class what you were asked to tell about one of the topics. Take care not to run your sentences together.

Separating sentences

As you copy the riddle below, separate the sentences in it. Use capital letters and punctuation marks where you need them. Leave out any words you do not need.

I am round and bright I make things grow. I am so hot that I melt snow and you see me in the daytime what am I?

Check your paper to see that you began each sentence with a capital letter and put a period or a question mark at the end.

If you made mistakes, correct them. Then show your paper to your teacher.

4. Using the Correct Word

Testing yourself

Think which word, *ran* or *run*, should be used in each blank space in these sentences:

As Fred _1_ into the yard, no little dog _2_ to meet him. Then Fred thought Ruff had _3_ away again.

Fred _4_ into the house to ask his mother whether Ruff had _5_ away.

"I don't know," she said. "He _6_ out of the yard about an hour ago."

"He may have _7_ over to Mrs. Riley's house," said Fred as he _8_ out of the door. "He has _9_ somewhere every day this week."

Just then Ruff _10_ around the corner of the porch. After him _11_ one of Mrs. Riley's cats.

Ruff _12_ up on the porch and barked loudly and bravely until the cat had _13_ away.

"Didn't you know," said Fred, "that if you _14_ after that cat he would chase you home?"

Think which word, *come* or *came*, should be used in each blank space in the following sentences:

It was Judy's birthday. No present had 15 from her best friend. Night 16, and still no present had 17 from her.

As Judy started to bed, her mother called, "Judy, someone just 18 to the door."

As Judy 19 downstairs, she heard a noise. It sounded as if someone had 20 up the steps and had then gone away.

"Someone 21 to play a joke on me," thought Judy.

On the door knob, Judy found a basket of jelly beans. Where had they 22 from?

Inside she found this rhyme:

I have 23 to you
From Mary Lou.

"I wish my birthday 24 every day," whispered Judy.

Write the numbers 1 through 24 and show which word should be used in each blank.

Check your paper as your teacher reads aloud the correct words for the blanks.

If you made mistakes with *ran* and *run*, study again on page 60 how to use them. For mistakes with *come* and *came*, use page 58. Correct your mistakes.

5. Using What You Have Learned

To do by yourself

Make up a riddle about something that you and the others in your class know very well. It may be a riddle about a sled, a book, a pair of skates, a picture, a robin, a kitten, a doll, a watch, a clock, or something else.

You may want to begin your riddle with one of these sentences:

1. I am long and flat.
2. I am black and white inside.
3. I roll along the sidewalks.

Use at least four sentences.

Talking together

When your turn comes, give your riddle. Let the others guess the correct answers. Find out whether you kept your sentences apart

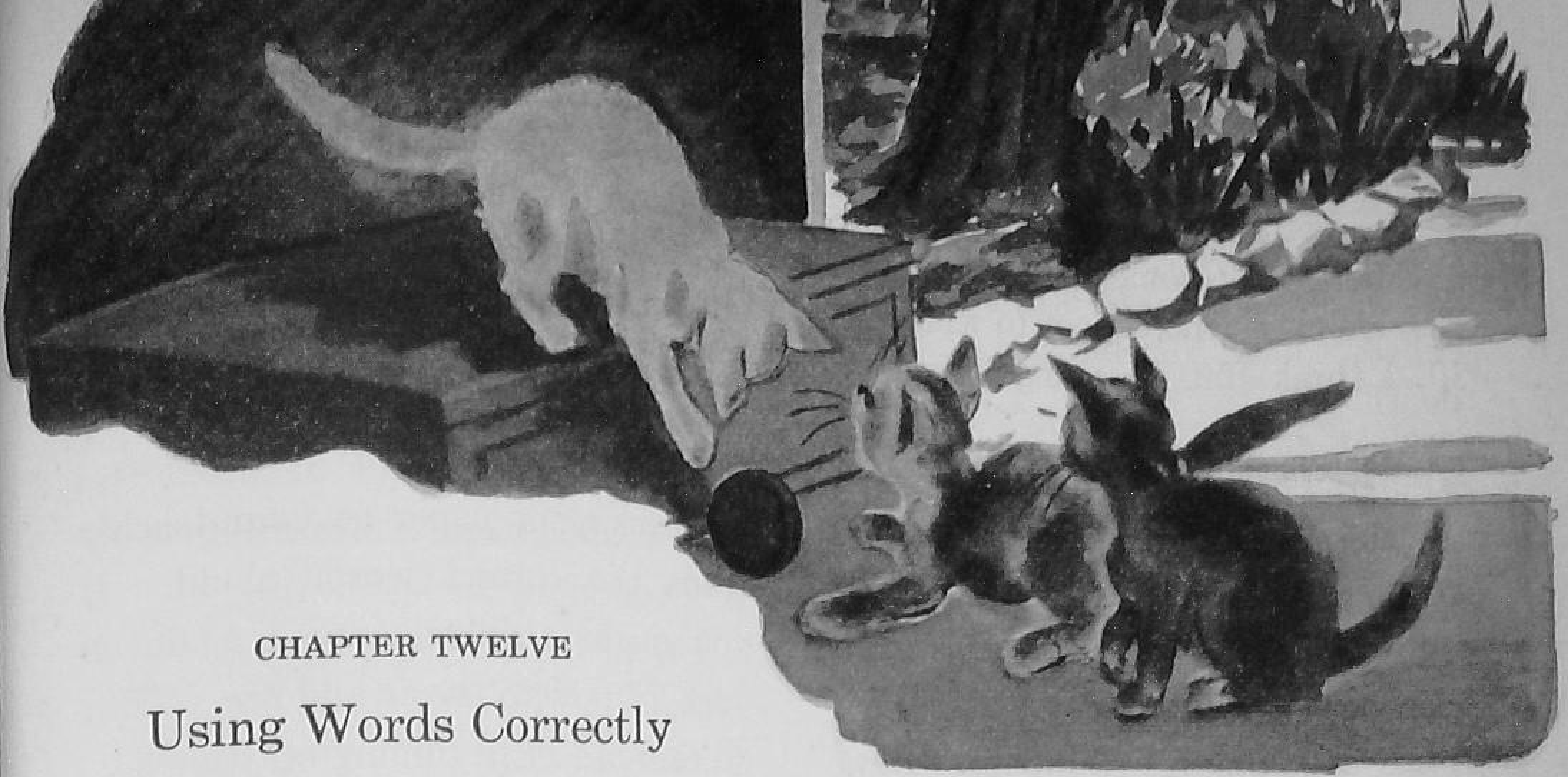
Writing and using your riddle

Now write your riddle on a sheet of paper. Then use these questions to help you correct it:

1. Is each group of words that looks like a sentence really a sentence? Does it tell something or ask something?
2. Did you keep your sentences apart and write them correctly?

The class should decide upon answers to these questions:

1. Shall we make a Class Riddle Book? How can we make it? Which papers shall we put in it?
2. Shall we send the riddles to someone who is absent?



CHAPTER TWELVE

Using Words Correctly

1. Using *Is* and *Are*

To read and think over

In these sentences *is* and *are* are used correctly:

1. Mother, Sam *is* here to see our kittens.
2. The kittens *are* in the garage, Sam.
3. One of them *is* white.
4. *Is* one of them gray, Mary?
5. Two of them *are* gray.
6. *Are* Tom and I to have them?
7. Yes, you *are* to take them today.

> In speaking or writing about one person or thing, use the word *is*.
>
> In speaking or writing about more than one person or thing, use the word *are*.
>
> Always use *are* with *you*, whether the word *you* means one or more than one. Never say *Is you* or *You is*.

Talking together and reading aloud

Help decide whether *is* or *are* should be used with each of these words: *he, she, it, they, we, you, these, a few, many, girls, those, men.*

With the others in your class, decide which word, *is* or *are*, should be used in each of the sentences below. The sentences should be read aloud.

If you do not know why the word chosen for a blank is correct, ask to have it explained.

1. The race . . . tomorrow, Bill.
2. . . . you going to be in it, Joe?
3. No, but Sam and Dick . . . .
4. They . . . good runners.
5. Few boys . . . going to be in it.
6. Some big boys in Miss Bell's class . . . in the race.

7. One boy in Miss Beck's class . . . not going to run.
8. . . . you and Jim going to run?
9. There . . . some boys in Miss Black's class who expect to win.
10. I think Jim . . . going to win.

Working together

Take your turn in changing and reading aloud these sentences. Change each sentence so that it means more than one person or thing. Example: A boy is rolling big snowballs. Boys are rolling big snowballs.

1. A girl is working too.
2. A snowman is being made.
3. The snowman is large.
4. His hat is on crooked.
5. His nose is sharp.
6. There is a pipe for him to smoke.

Writing and correcting words

Number a paper from 1 through 14 to be used with the following sentences. After each number write the word which should be used in the blank that has the same number. Choose *is* or *are.*

Where _1_ the twins?
They _2_ playing in the snow.
_3_ you watching them?
Sue and I _4_ watching them.
Other boys and girls _5_ with them.
Carol and Judy _6_ there.
One of them _7_ wearing a red sweater.
What _8_ all of them doing?
The twins _9_ standing on their heads in the snow!
_10_ their caps on their heads?
Nip's _11_. Tuck's _12_ not.
Oh my! When _13_ Tuck going to learn that caps _14_ made to be worn?

Check your paper as your teacher reads the correct words aloud. If you made a mistake, read again on page 77 how to use *is* and *are.* Then do exercise II beginning on page 83.

2. Using *Was* and *Were*

To read and think over

> The words *was* and *were* are used in telling about something that has happened.
>
> Use *was* in telling about one person or thing. Use *were* in telling about more than one person or thing.
>
> With the word *you,* use *were,* whether *you* means one or more than one person. Never say *Was you* or *You was.*

Was and *were* are used correctly in these sentences:

1. The boys *were* playing circus.
2. Jill and Sue *were* watching them.
3. Mary *was* there too.
4. *Were* the other girls there?
5. A few of them *were* there.
6. *Was* Billy in the circus?
7. *Were* you there?

Talking together

The class should decide which word, *was* or *were*, should be used in each blank in these sentences. The sentences should be read aloud.

1. Where . . . the circus?
2. It . . . in Billy's garage.
3. . . . there animals in it?
4. Tom's dog and Mary's cat . . . there.
5. . . . Dick's ducks in it?
6. No, they . . . not.
7. . . . all the boys and girls there?
8. One of them . . . not.
9. Only seven . . . there.
10. . . . you there?

Working together

Take your turn in changing and reading aloud these sentences so that more than one person or thing is meant:

1. A boy was walking down a hill. Example: Boys were walking down a hill.
2. A girl was coasting down the hill.
3. A boy was just ahead.
4. The boy was trying to get out of the way.
5. The sled was upside down when I looked again.
6. The boy was covered with snow.
7. The girl was sitting in the road.

Testing yourself

Number a paper from 1 through 11. After each number write the word which should be used in the blank that has the same number in the following sentences. Choose *was* or *were.*

The sky _1_ growing dark.
A cat _2_ sitting by the barn door.
Her kittens _3_ crying in the barn.
_4_ they crying for her?
The doors _5_ shut.
Some boys _6_ playing in the hay.
In a moment a door _7_ opened for the cat.
She _8_ ready to rush to her kittens.
Soon the kittens _9_ quiet.
Tom, _10_ you in the barn?
Dick and Billy, _11_ you the ones who opened the doors?

Check your paper as your teacher reads the correct words aloud. If you made a mistake, read again on page 78 how to use *was* and *were.* Then correct your mistakes.

3. Choosing Words That Tell What You Mean

Thinking out answers

In answering each of these questions use the group of words that has the same number as the question. Choose the word that will make each answer what you think it should be. Use the picture to help you.

1. What is Jane doing to Old Jim, the horse?
2. How is Jane's grandfather holding her?
3. How does Jane seem to feel?
4. How do you think Old Jim's face feels to Jane?
5. What kind of horse is Old Jim?
6. What color is Old Jim?
7. On what part of Old Jim's head is Jane's hand?
8. What is the part of the harness on Old Jim's head called?

Making a list of words

Write on a sheet of paper the words that you chose. Number them to show to which question each belongs.

Talking over the answers

Help the class decide which words of the list in the next column are good ones to use in the answers and which are not.

1.	2.
stroking	awkwardly
striking	clumsily
hitting	roughly
slapping	firmly
hurting	carelessly

3.	4.	5.
frightened	dull	gentle
shy	smooth	fierce
bold	sharp	prancing
angry	sticky	wild
funny	prickly	

6.	7.	8.
black	forehead	saddle
bay	nose	backband
white	lips	collar
green	ears	bridle

Writing answers

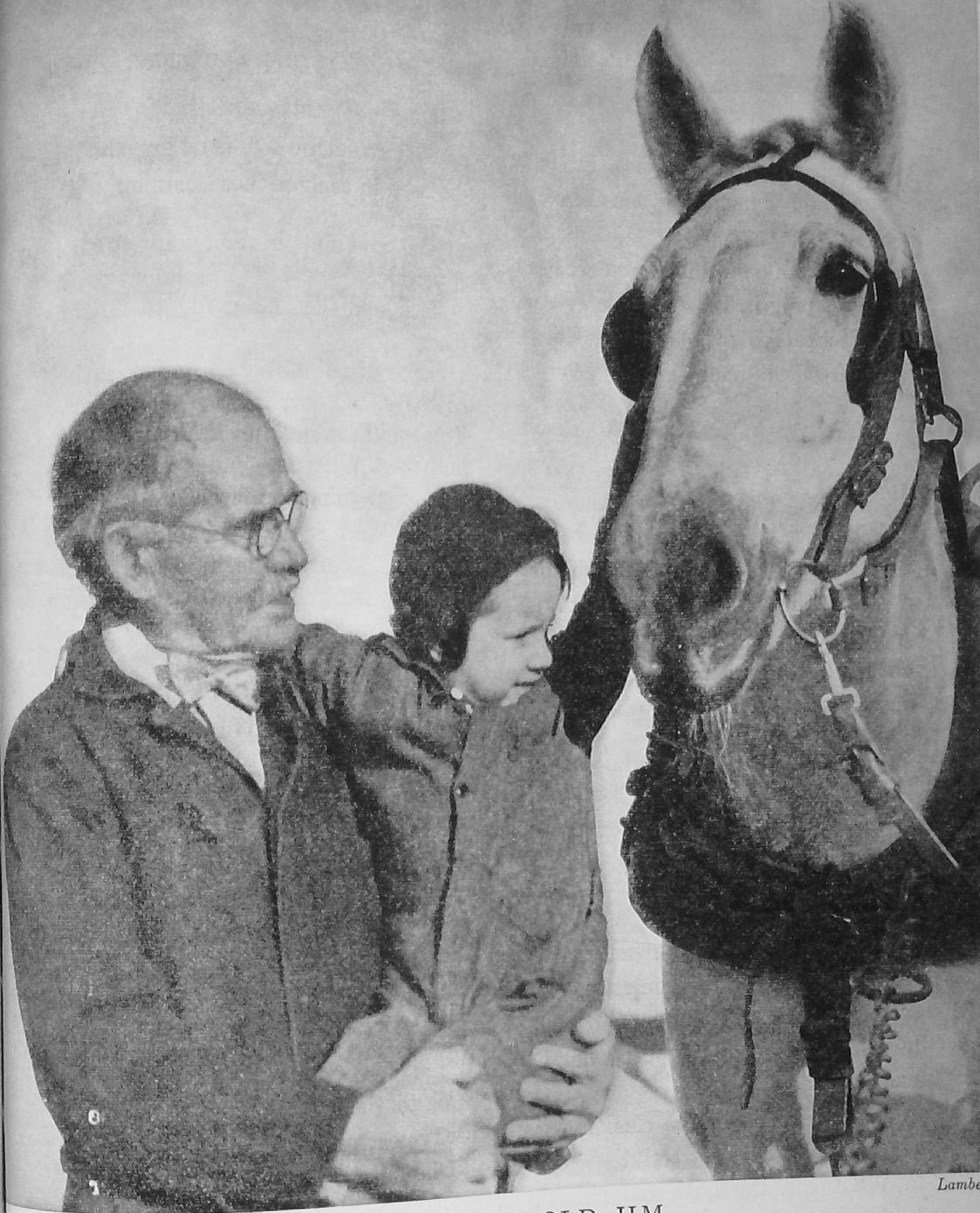
Write as a sentence your answer to each question.

Finding and writing words

In each line below find the word that is most like the first word in meaning. Write the pair of words for each line.

stroke	squeeze, hit, rub, strike
bold	bad, daring, fat, afraid
gentle	quiet, wild, fierce, mean
bay	blue, reddish-brown, green
shy	fearless, timid, slim, slender
smooth	silky, sharp, strong, sticky
wild	tough, untamed, big, hard

Get someone to check your paper.



Lambe

JANE, THIS IS OLD JIM

Thinking about the picture

How do you think Jane feels toward Old Jim, the horse? Do you think this is the first time she has ever been near a horse? What makes you think so? Would you be afraid to pet Old Jim? Why? How does Old Jim look?

4. Using What You Have Learned

To do by yourself

Think of some object in your schoolroom which everyone there can see.

Now think of things you will say in describing it. Plan to use at least four sentences to tell how it looks. Do not tell its name.

Working together

When it is your turn, describe the object you chose. Find out whether others in the class can guess what it is.

Listen carefully while each object chosen by the other boys and girls is described. Try to guess what it is.

Talking together

The class should decide upon answers to these questions:

1. Did each boy and girl tell important things about the object he described? Did he tell enough? Did he use words that tell just what he meant to say?
2. Did everyone in the class use *is*, *are*, *was*, and *were* correctly?
3. What can the boys and girls do to improve their ways of describing things?

5. Testing Yourself

To read and think over

Think which word, *is* or *are*, should be used in each of these blanks:

The boys and girls _1_ going to give a parade.

Jack and Jill _2_ going to be the leaders.

Some of the boys _3_ going to be cowboys. Others _4_ to be Indians. Tom and Dick say they _5_ going to be hunters. What _6_ Sam to be?

_7_ you going to march?

Mary and Betty _8_ going to be sailors. Here _9_ the hats and suits that they _10_ going to wear. Sue _11_ going to beat the drum.

Think which word, *was* or *were*, should be used in each of these blanks:

_12_ you at the parade? _13_ anyone with you?

I _14_ there. Carol and Judy _15_ with me. Some of the boys from Miss Black's room _16_ there too. Do you know who the Indians _17_?

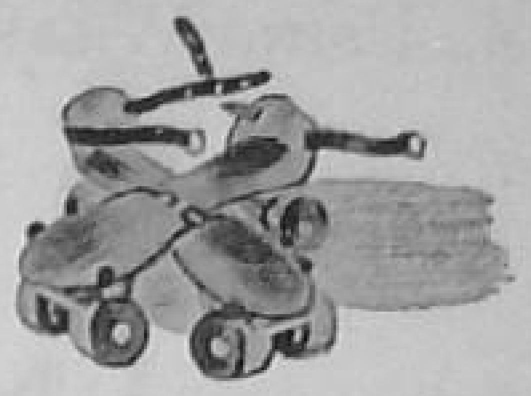
I think they _18_ Ben, Peter, and Billy.

Writing and checking words

Write the word which should be used in each blank.

Check your paper as your teacher reads the correct words aloud. If you need more practice, do exercise II, beginning on page 83.

More Practice



I

To read and think over

Read these groups of words. Decide which are sentences.

1. Jane was eight years old.
2. Playing blind man's buff.
3. At a birthday party?
4. Tom wore a cap.
5. Flowers on the table.
6. Mary passed the candy.
7. Betty brought a present.
8. A birthday cake.
9. Having fun.
10. Jane started a new game.
11. Whose turn is it?
12. What time?
13. After the party was over.

Writing numbers

On a sheet of paper copy the numbers above that are followed by sentences. There should be six of them.

Next, copy the numbers that are followed by groups of words that are not sentences. There should be seven of them.

Thinking out sentences

Use each group of words that is not a sentence in making a sentence. Add words that you need.

Writing sentences

Write the sentences that you thought out. Be careful to begin each sentence with a capital letter and to put the right mark at the end.

Finding sentence endings

Each of these exercises is made of two sentences run together. Decide how to write each sentence correctly.

1. The wind blew hard a storm was coming.
2. The water in the river was frozen there was ice for skating.
3. Have you ever seen a bat it has a funny little face.

Write the sentences as they should be written.

Checking your work

Read all the sentences that you wrote. Make sure that you began each with a capital letter and put the right mark at the end.

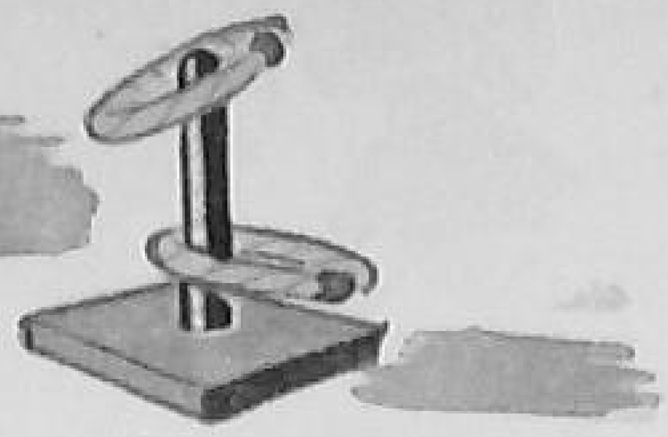
Ask someone to check your paper while you check his.

II

Choosing the right words

Decide whether *is* or *are* should be used in each of the following blanks:

More Practice



Blackface ___1___ a sheep.
Her two lambs ___2___ twins.
One lamb ___3___ called Bell.
The other lamb ___4___ called Bess.
Tom and I ___5___ going to see them.
___6___ Sue going with us?
When ___7___ you going to see them?
___8___ you ready to go now?

Dear Mary,

My little brother ___9___ learning to walk. He ___10___ a year old. His legs ___11___ not very steady yet. When ___12___ you coming to see him?

Betty

Decide whether *was* or *were* should be used in each of these blanks:

Patsy ___13___ Jack's dog.
She ___14___ barking and whining.
Her puppies ___15___ in the barn.
She ___16___ trying to get to them.
The door ___17___ locked.
The boys ___18___ playing in the yard.
Jack, ___19___ you the one that opened the door for Patsy?
Tom and Henry, ___20___ you the boys who heard Patsy whining?

Dear Bob,

A play ___21___ given by the fourth grade. It ___22___ about a princess. Jack and I ___23___ there. ___24___ you there?

John

Writing the words

Write the numbers from 1 through 24 in a column on a sheet of paper. Write after each number the word that you chose for the blank with that number.

Checking your paper

Read the sentences again. Decide which tell about one person or thing. Did you choose *is* or *was* in each blank in those sentences?

Find the sentences that tell about more than one person or thing. Did you choose *are* or *were* for each blank in those sentences?

Were you careful to use *are* or *were* with the word *you*?

UNIT FIVE
Story Telling

CHAPTER THIRTEEN

Stories for the Story Hour

1. Telling a Story

To read and think over

A story is much like a report, but it is different from a report in this way: a story has a surprise, something exciting, or something funny in it.

Find the surprise in this story that Penny told:

TOPSY CHANGED HER MIND

Yesterday Daddy and I made a house for my kitten Topsy. I tried to put her into it, but she was too scared to go in.

Last night I put a pan of milk in the house, but Topsy wouldn't go near it. She ran away and hid.

This morning when I called Topsy, she didn't come. I looked in her house. There she was, washing her face. The pan was empty.

See whether you can find a surprise in this report that Dick gave:

BILL'S RABBITS

Bill had one old rabbit and two little ones. He wanted to make pets of them. One day he put them into a pen that he had built in the garden. He gave them some lettuce to eat and some straw for a bed.

What Penny told about Topsy is a story. What is the surprise in it?

What Dick told about the rabbits does not have a surprise or something exciting in it. For that reason we call it a **report**.

The name or title of a story should help to make a person want to read or hear the story. Does the title of Penny's story do that? Why?

The first part of a story should make a person wonder what is going to happen. Does the first part of Penny's story do that?

Talking together

1. Why is what Penny told a story? Why is what Dick told a report?
2. Another good title for Penny's story is "A Pan of Milk Did It." What good titles can you think of?
3. What sentence, or sentences, in the first part of Penny's story made you wonder what would happen?
4. What surprise could you add to Dick's report to make a story of it? Perhaps Bill went out to look at his rabbits the next morning. Were they there? If they were not, how had they got away? What other surprise might be used?

Working together

1. If you are asked to do so, write on the blackboard the sentences you would add to Dick's report to make it a story.
2. Help the class decide what sentences should be added to the report.
3. Help to choose a title for the story.

Copying the story

On a sheet of paper write the title the class chose for the story. Below the title copy Dick's report from your book. Then copy the sentences that the class chose to make the report into a story. Use capital letters and punctuation marks where you see them.

Read your copy carefully. If you find a mistake, correct it.

The class may choose a copy that is neat and correct to put on the class bulletin board.

2. More About Story Telling

To read and think over

The pictures on page 87 tell a story of Joan and her lost rubber. What is happening in each picture?

Plan to tell the story. Do these things:

First, think of things to say in telling the story. The pictures and the questions above them will help you.

Second, think of a beginning sentence that will make a person wonder what is going to happen in the story. These examples may help you:

1. Joan's puppy is full of mischief.
2. Yesterday one of Joan's rubbers was stolen.

Third, think of sentences you can use to tell the rest of the story. Answers to the questions may help you.

Fourth, choose a title for the story. These examples may help you:

1. A Meddlesome Pup
2. Catching a Thief

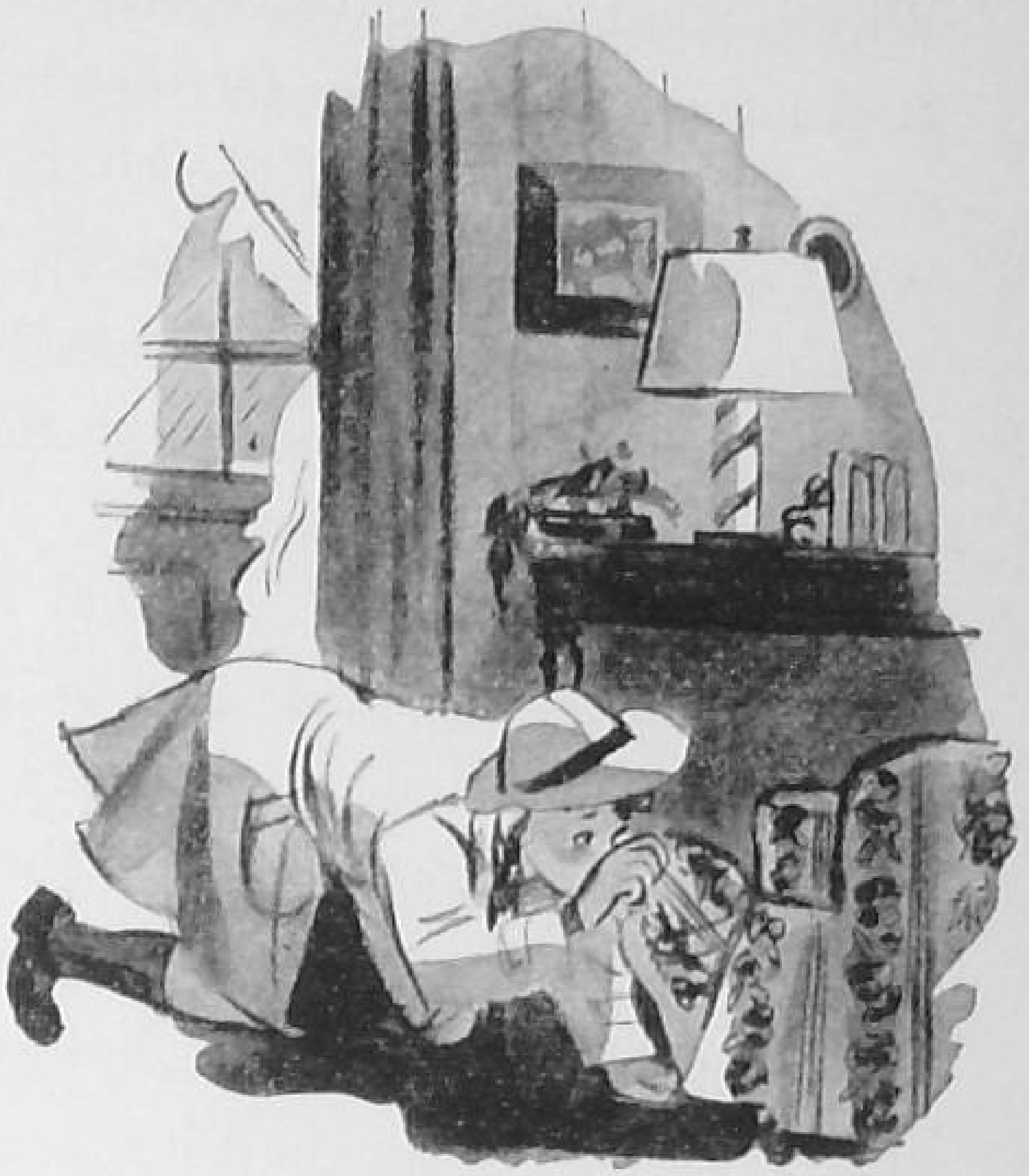
Telling the story

If you are asked to do so, tell the story of Joan and her lost rubber.

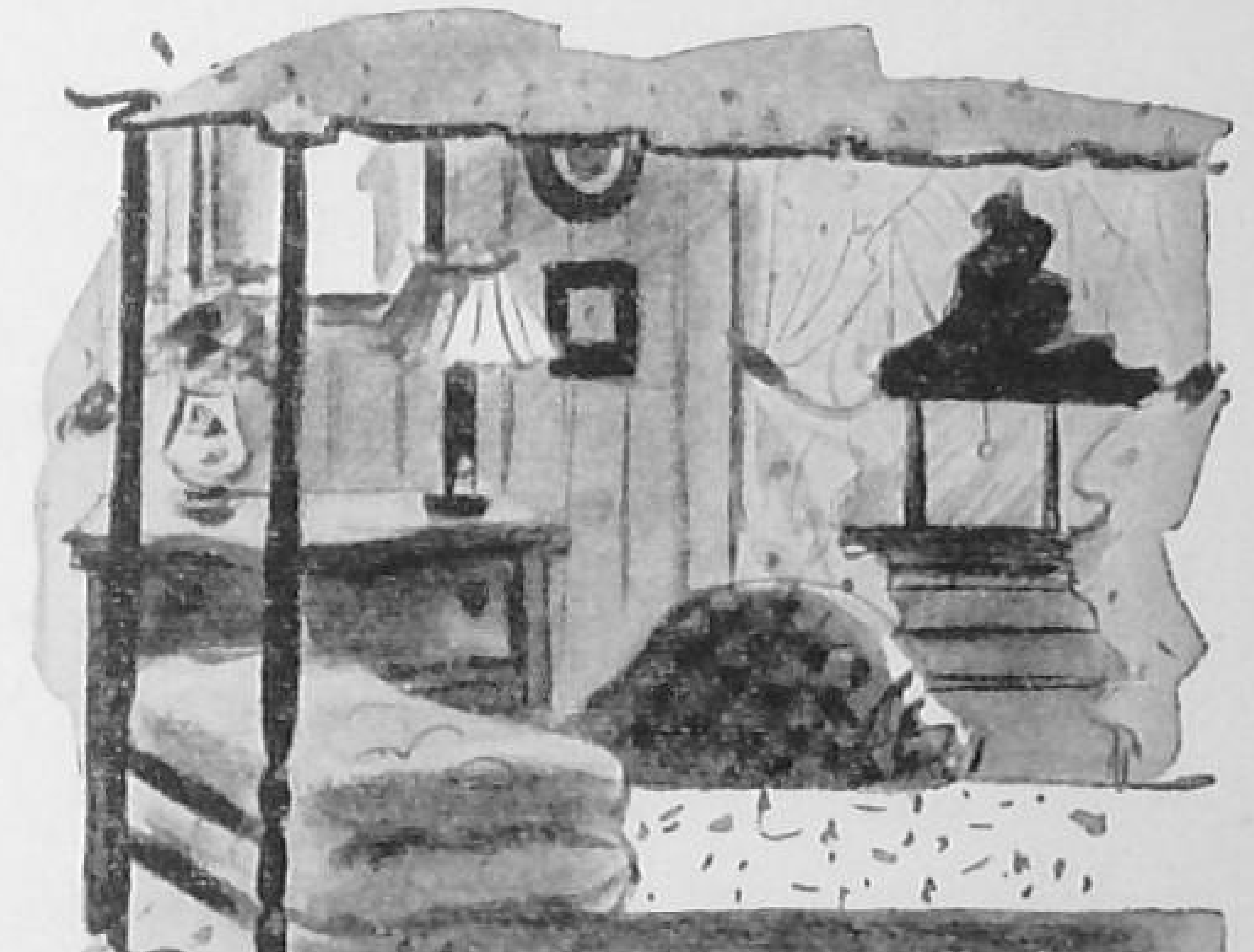
1. Who watched Joan take off her rubbers? Did she see him?

2. What did Joan find out when she was getting ready to go to school?

3. Where did Joan look for her rubber?



4. What did Joan find under her bed?



Speak loud enough for all to hear. Use a pleasant voice.

Listen carefully as other boys and girls tell the story. If you think another person's story is better than yours, decide what makes it better.

Help the class decide which stories were good and why they were good.

Writing your story

Write your story on a sheet of paper. Place the title near the top and center of your paper. Indent the first word of the first sentence. Begin each sentence with a capital letter and end it with the correct mark of punctuation.

Use these questions to help you find ways to improve your story:

1. Does the first part of your story make a person wonder what is going to happen in the story?
2. Is each group of words that looks like a sentence really a sentence?
3. Did you separate your sentences correctly?

If you made mistakes, correct them. Rewrite your story if you need to. Then give it to your teacher.

Making plans for a story book

The class may choose a copy that is neat and correct for the first story in a Class Story Book. Plan with your class how to make the story book.

3. Telling Things in the Right Order

To read and think over

Is each thing told in this story in the order in which it happened?

AN EARLY VISITOR

This morning I thought I heard someone knocking at the door. I ran to the front door and the back door. No one was near. I jumped out of bed and ran downstairs. Then I heard the knocking at the kitchen window. I looked outside. He was pounding with his bill. On the bird table sat a big bird called a Flicker.

Talking together

1. In what order should the sentences be placed in the story? Which sentence should come first? Which next? In what order should the other sentences come?
2. In a story why should you tell things in the order in which they happened?

Improving a story

Copy this story. Place the sentences in the right order.

A SURPRISE

The night before my birthday I said I wanted a dog. Mother told me that I could have one when I was older. I heard a dog barking. The next morning I woke up early. Downstairs I found a pup waiting for me.

The class should decide what the right order for the sentences is. If you made mistakes, correct them.

4. Preparing for a Story Hour

To read and do by yourself

Surprising and exciting things happen to you and your friends. Sometimes they happen at home or at school. Sometimes they happen on the street or on the playground.

1. Were you ever fooled by a trick?

2. Where have you found something that has been lost for a long time?

Think of something surprising or exciting that has happened to you or to someone you know. The pictures and questions on this page and the questions given here will help you:

1. What funny thing have you seen happen to someone you know?
2. What mischief have you seen a baby get into?
3. What surprise have you had recently at home or at school?
4. What has made you laugh at a circus or a show?

Which things that you thought of can you make into good stories to tell to your class?

Think of little stories that you have read or that people have told to you. Which of these stories is short enough and good enough to tell to your class?

Decide which one of these two things you can do best:

1. Tell a story about something that happened to you.
2. Tell a story that you have read or heard.

Planning your story

Think of a sentence with which to begin your story. It should be a sentence that will make others wonder what is going to happen in the story. These examples may help you:

1. When I was playing in the barn one day, I had a great surprise.
2. Last Saturday my brother Jim fooled me.
3. Once I lost a ....
4. The clown at the circus made me laugh and laugh.

Decide what else you will tell in your story. Then think of sentences to use.

Choose a title for your story. The title should make the class want to hear the story.

Write your name and the title of your story on a slip of paper. Give the paper to your teacher.

Practice telling your story at home before the next lesson.

Working together

The class should choose two or three persons to make up a program for a Story Hour. They will choose stories from the titles given to the teacher.

The class should also choose someone to announce the title of each story and the name of the speaker.

5. Using What You Have Learned

Telling stories in a Story Hour program

When you are called on by the announcer, give the title of the story you planned in your last lesson. Then tell the story. Use a pleasant voice. Speak loud enough for all in the room to hear.

Listen carefully while the others tell their stories. If you have a question you wish to ask about a story that you hear, ask it after the story teller has finished telling his story.

Talking together

The class should decide upon answers to these questions:

1. Was each story told a good story? Why or why not?
2. In what ways can different members of the class improve in telling stories?
3. When can the class have its next Story Hour program?

To do by yourself

If you wish, write your story. Try to make it good enough for the Class Story Book. Give your paper to your teacher. Correct any mistakes that are found in it.

CHAPTER FOURTEEN

Speaking Clearly and Correctly in Telling Stories

1. A Radio Program

To read and think over

Often the boys and girls in Miss Howe's class give a radio program. They call it "Good Speech Hour."

A make-believe radio is put on a table. A screen is placed behind the table. The announcer stands beside the radio. The speakers broadcast from behind the screen.

Each speaker is expected to use a pleasant voice and to pronounce words clearly and correctly. If he does not, the announcer shuts off the radio and says, "We can't understand this speaker. We'll try to get another one."

On one program Bob was the announcer. He said, "Jim Turner will read a poem called *Little Rain Men*."

Here is the poem:

LITTLE RAIN MEN

Little men all in a row
Dressed in gray from head to toe,
Out in the fields, all over the ground,
They are dancing all around.

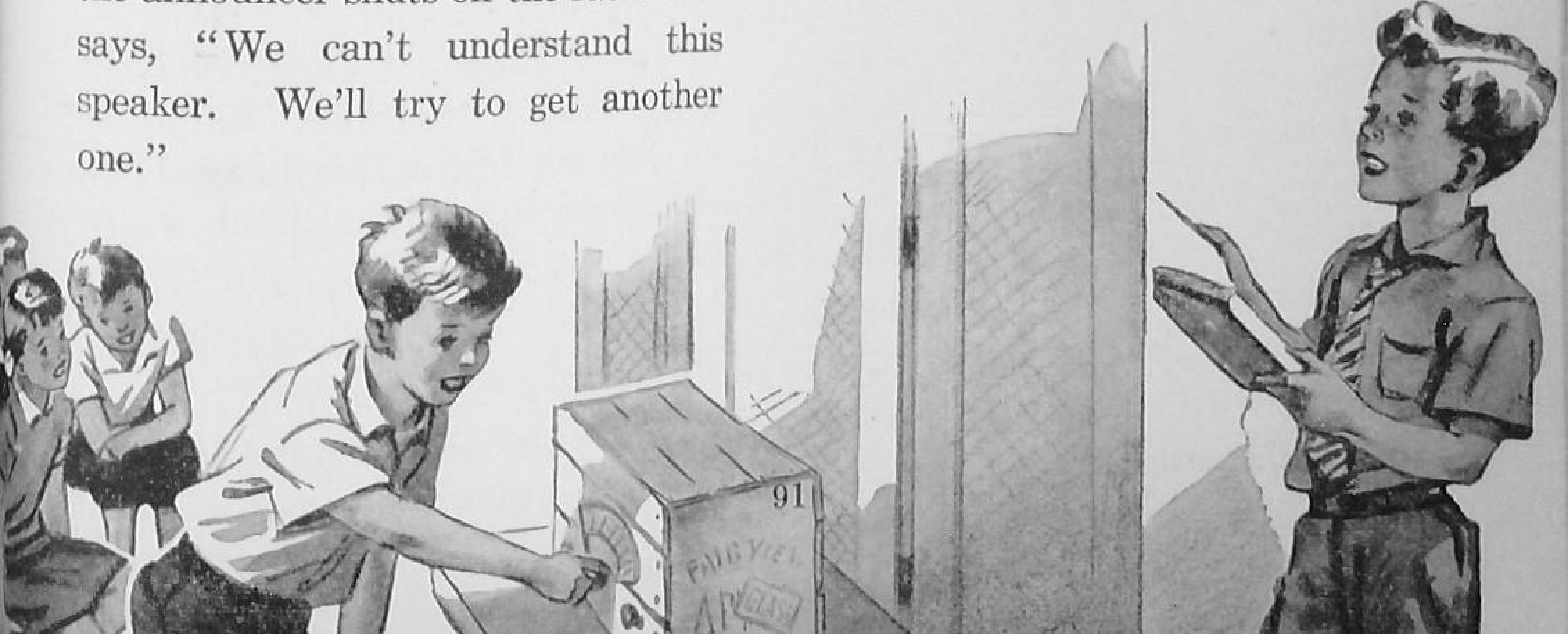
They are skipping, jumping, hopping,
Dancing and not ever stopping;
Out in the fields among the grain,
Dance the little men of rain.

This is the way Jim began to read it:

"Little men all 'na row
Dressed'n gray from hea't'toe,
Out'n the fields, all over the groun',
They are dancin' all aroun'."

Bob shut off the radio. "We can't understand the speaker," he said. "We'll get another one."

What mistakes did Jim make?



Talking together

1. When Jim read the poem, he ran some of the words together. Which words were they?
2. Jim did not pronounce the endings of some of the words. Which words were they?
3. Plan a "Good Speech Hour" with your class. When could the program be given?

Pronouncing the endings of words

Careless people forget to pronounce the endings of words. They say *kep'* for *kept*, *an'* for *and*, *runnin'* for *running*, and *lookin'* for *looking*.

Say each of the words below softly to yourself. Be sure to pronounce the *t* or the *d* on the end of a word. Make the *ed* in *asked* sound like *t*. Sound the ending *ing* as clearly as you do when you say *sing*.

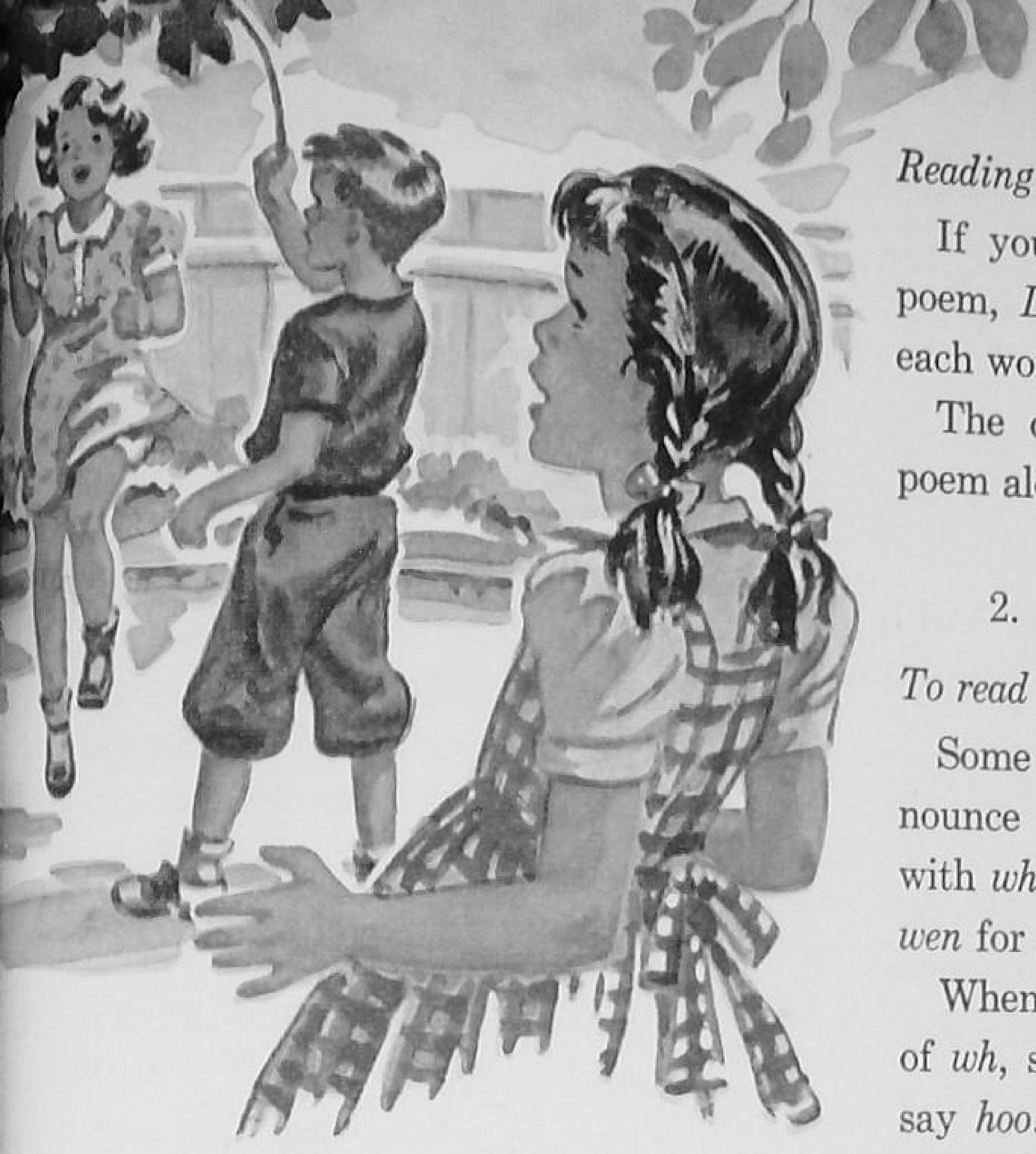
1. kept	2. told	3. last
4. stand	5. and	6. around
7. most	8. next	9. asked
10. coming	11. playing	12. jumping
13. yelling	14. screaming	15. running
16. having	17. going	18. looking

Take your turn reading one of the following groups of sentences aloud. Try to pronounce correctly each word in *italics* (slanting letters).

1. *Last* Saturday Jill *asked* me whether I was *coming* to her house. She *told* me that Sue *and* Patty were *playing* there. She thought that Helen was *going* to come.
2. When I got there, I found *most* of the boys *and* girls *running and jumping around* in Jill's back yard. When Jill saw me *looking* at them, she began *shouting*, "*Stand* still!"
3. The *next* thing I knew, everyone was *screaming*, "Surprise! Surprise!" Jill had not *kept* my birthday secret. Soon I was *having* as much fun as anyone.

Pronouncing words distinctly

People who are not careful how they pronounce words often fail to sound



Reading the poem aloud

If you are asked, read aloud the poem, *Little Rain Men.* Pronounce each word distinctly.

The class may wish to read the poem aloud together.

2. Learning to Sound *wh*

To read and do by yourself

Some boys and girls do not pronounce correctly words that begin with *wh.* They say *wy* for *why*, and *wen* for *when.*

When you need to make the sound of *wh*, shape your lips as you do to say *hoo.* Say *hoo* softly to yourself now. Think how your lips are shaped to say it.

Do these two things to find out whether you sound *wh* correctly:

1. Hold a strip of thin paper by one end so that the other end is about one inch in front of your lips.

each word clearly. For example, they say *lemme* for *let me* and *gimme* for *give me.*

Say each of these groups of words softly to yourself. Pronounce distinctly every word.

1. let me	2. give me
3. don't know	4. can't you
5. going to	6. want to
7. didn't you	8. all in a row
9. out in	10. don't you

Now take your turn giving a sentence in which you use one or more of the groups of words above. Pronounce each word distinctly.

2. Say the words *why* and *when* several times. If the top part of the paper is blown by your breath, you are sounding *wh* correctly. If the paper does not move or if it moves just a little, you are not sounding *wh* correctly.

A game to play

THE OLD OWL

Someone chosen by the class to be the Old Owl should sit at the front of the room. He should call on one player after another to give a sentence in which he uses two or more words that begin with *wh*.

If the player who is called on pronounces correctly each word that begins with *wh* in his sentence, he becomes an owl. He should then sit or stand near the Old Owl.

Each player who is called on may give a sentence of his own or he may use one of these:

1. The *wheel whirs while* it *whirls.*
2. *Which wheel* has a flat tire?
3. Who *whipped* the *white* dog?
4. They *whistle while* they work.
5. *Why* does the horse stop *when* you say "*Whoa*"?
6. Dogs *whine* and horses *whinny.*

Reading sentences aloud

Take your turn reading one of the following groups of sentences aloud:

1. *When* Billy visited his uncle, he wanted to be with him *while* he planted *wheat.* Do you know *why*?
2. "Aunt Mary," he said, "in *which* field are the men working? *Where* are they? I want to watch them."
3. "Behind the *white* barn," Aunt Mary answered. "*What* time will you be back?"
4. "*When* the noon *whistle* blows," Billy answered. "*Why?*"
5. "I was wondering *whether Whitey* would be happy *while* you are gone," said Aunt Mary. "*Why* don't you take him *when* you go?"

3. Learning to Use Your Voice

To read and think over

The story called *The Three Billy Goats Gruff* tells of a wicked troll who lived under a bridge which the goats had to cross.

One day the troll heard Big Billy Goat on the bridge. The troll tried to frighten Billy with a big gruff voice. Big Billy Goat's voice was big too, but it was not gruff. Think how each voice should sound in this conversation:

TROLL: Who is on my bridge?
BIG BILLY GOAT: It is I, Big Billy Goat Gruff.
TROLL: I'm coming up to eat you.
BIG BILLY GOAT: Come ahead! You can't scare me.

Do you remember the story called *The Frog Prince*? The frog turned

into a prince and married the princess. Think how each voice should sound in this conversation:

FROG: Princess, youngest princess, open the door for me.
KING (to the princess): My child, what are you afraid of? Is there a giant outside who wants to carry you off?
PRINCESS: Ah, no! It is not a giant but a horrid frog.
FROG: Princess, youngest princess, open the door for me.
PRINCESS (crossly): Come in.
FROG: Lift me up on the table. Push your golden plate nearer to me.
PRINCESS: Be quiet, you ugly frog.
KING: Princess, you must do what you promised to do.

Reading aloud with others

Take your turn with the others in your class in reading aloud the conversation of the troll and Big Billy Goat Gruff. Try to show the difference between their voices.

Take part in reading the conversation from *The Frog Prince.* Read the part that you are asked to read.

Talking together

1. When you read aloud to someone, why may you need to make your voice sound kind, sad, cheerful, cross, gruff, frightened, frightening, whining, coaxing, or happy?

2. What words can you think of to tell how a pleasant voice sounds? What words tell how an unpleasant voice sounds?

3. Why should you try to use a pleasant voice when you are talking with people?

4. Using Words Correctly

To read and think over

Think which word, *is* or *are,* should be used in each blank space:

Tom and Mary _1_ digging in the sand. It _2_ filled with treasures. They _3_ hunting for them.

There _4_ white shells hidden where the sand _5_ wet. There _6_ pink shells, too, and some of them _7_ small enough for pockets. There _8_ many big shells. They _9_ singing songs of the sea.

Some people say that if boys and girls _10_ lucky, they fall asleep on the sand and dream of secrets which the ocean _11_ telling the shore.

Think which word, *was* or *were,* should be used in each blank:

Jack and Jerry _12_ twins. They _13_ much alike. Few people _14_ able to tell them apart.

Once, they _15_ tied for first place in a freckle contest. On the face of each of them _16_ more than two hundred freckles!

As the judge gave them prizes, he said that Jack's freckles _17_ real

freckles and that Jerry's 18 more like speckles.

After that the boys 19 named "Frecks" and "Specks," but still no one 20 able to tell which 21 Jerry and which 22 Jack.

Testing yourself

Number a paper and write the word which should be used in each blank.

Check your paper as your teacher reads the correct words aloud. If you made a mistake in using *is*, *are*, *was*, or *were*, read on page 77 or 78 how to use the word. Then correct your mistake.

5. Using What You Have Learned

To read and do by yourself

Read these stories softly to yourself. Think how each word in italics should be pronounced.

MY DREAM

I *asked* Mother to *give me* ten cents and to *let me* buy a balloon. *When* I *got to* the store, I *told* the man I wanted a balloon *shaped* like a pig. *That night* I dreamed I was *flying around* on the back of a pig. All at once the pig burst *and* I started *falling*. *While* I fell, I *kept shouting and screaming* for help. The *next* thing I did was to *land* with a big bump beside my bed.

A MISTAKE

Hearing the *first soft sound*, Sue turned *around*. There on the *ground* a ball of black *and white* fur was *lying*. *Picking* it up and *feeling* the *soft* coat, Sue cried, "It's *living*! I feel its heart *beating*!" Just then Sue's mother began *shouting*, "Put it down, Sue, *and* start *running*; it's a skunk!"

A SURPRISE

It was the *morning* of Ben's birthday. He *slept* late. After *breakfast* he decided he was *going to* play in the *sand* pile. *Seeing* him there, his mother called him.

"I *want to* play," Ben answered. "*Let me* make one more house. I'm *going to* come *when* I'm through."

"You've *kept* me *waiting* too long," his mother said.

Ben *left* his *sand* pile and came *running* into the kitchen. There he found a black *and white* puppy, *sitting* on a high stool.

"Happy birthday, Ben," laughed his mother. "A man *just* brought the pup to the *front* door."

Working together

You and the others in your class may wish to give a radio program. For your part you may read one of the three stories in this lesson, you may use any other story you have, or you may help in reading a conversation from a story book.

When you read, use a pleasant voice and pronounce your words correctly.

CHAPTER FIFTEEN

Using Good Sentences in Stories

1. Keeping Sentences Apart

To read and do by yourself

The pictures which are given on this page tell the first part of a story of Jimmy and the cookies. Can you make up the rest of the story? Perhaps Jimmy ate too many. Maybe he dropped the jar. Maybe his mother came. Study the pictures and think out your story about Jimmy.

First, think of a good beginning sentence for the story. Then decide

how to tell the rest of it, sentence by sentence.

Think of a good title for the story.

Working together

Help your class tell the story about Jimmy and the cookies. Listen as different boys and girls give their beginning sentences. Help the class choose a good sentence for your teacher to write on the blackboard.

Follow the same plan in choosing the other sentences and a title for the story.

Then help decide how the story can be improved. These questions will help you:

1. Does the story tell every important thing that happened?
2. Does it tell things in the order in which they happened?
3. Are the sentences separated correctly? Does each sentence begin with a capital letter and end with the correct mark of punctuation?

Copying the story

Without looking at the board, try to write the story. Use capital letters and punctuation marks where they are needed.

Check your copy with the story on the blackboard to be sure that your copy is correct. Correct any mistake that you find on your paper. Then let your teacher see it.

The class may wish to choose a paper that is neat and correct for the Class Story Book.

2. Improving a Story

To read and think over

A good story teller keeps his sentences apart when he tells a story. He does not run his sentences together. He doesn't use *and*, *and-uh*, or *and so* between sentences that should be separated.

Was this story told well by Judy? Why or why not?

A FRIEND AT THE MOVIE

Betty and I went to the movie yesterday and-uh it was dark when we went inside and so we sat down next to a woman who didn't look at us. Then I kept asking Betty for some chewing gum and so the woman gave each of us a stick. Then she told us to sit quietly in our seats and-uh when I heard her voice, I knew who she was. She was my mother!

Talking together

1. How many sentences did Judy use between the first word and the first period in her story?
2. If Judy had kept her sentences apart, what words would she have left out?

The class should choose someone who reads well to read Judy's story aloud. First, he should read it just as Judy told it. Then he should read it, keeping the sentences apart correctly.

The class should decide why sentences should not be run together in telling stories.

To do by yourself

Find the sentences that are run together in the story below. Decide how to separate them.

THE BEST ACTOR

Last week my brother Jimmy was in a school play and so he was one of the children who belonged to the old woman who lived in a shoe and-uh when the curtain went up he made faces at me. I laughed out loud and people said he was the funniest actor in the play.

Copying a story

Copy the story on a sheet of paper. Separate the sentences that are run together.

Check your paper as your teacher tells where capital letters and periods should be used and what words should be left out.

Correct your mistakes. Then show your paper to your teacher.

3. More Exact Words in Place of *Get* and *Got*

To read and do by yourself

Read the story. When you come to the first numbered word, find the list of words that has the same number. Choose a word to use in place of the word in the story. Do the same with each numbered word. Choose words that fit the story.

WHY DOESN'T HE WAKE UP?

Yesterday Jim played with his dog Jerry until he (1) *got* so tired he was glad to (2) *get* into his father's lap.

As he (3) *got* to sleep he (4) *got* his head against his father's shoulder and (5) *got* his hand on his teddy bear's head.

But Jerry didn't (6) *get* tired so soon. He (7) *got* up on his hind legs and (8) *got* his paw on the father's arm.

Perhaps he was trying to ask why boys are such sleepy heads.

Copying the story

Copy the story and put in the words you chose.

Talking about the words

Help the class decide which words in the list fit the story and which do not.

1. took	2. buy	3. went
became	bring	came
bought	climb	grew
obtained	catch	became

4. fastened	5. brought	6. catch
stuck	held	grow
rested	took	come
patted	stood	hold

7. flew	8. brought
climbed	grew
stood	pulled
hung	laid

Writing words in sentences

From the eight words below choose the best word for each blank and write the following sentences:

A __1__ person doesn't like to work.

Instead of forelegs birds have __2__.

Behind is the opposite of __3__.

The word *tired* means about the same as __4__.

The person who is __5__ to do something wishes very much to do it.

wings	lazy	before	slow
weary	paws	beside	eager

Get someone to check your paper while you check his.

4. Finishing a Story

To read and think over

Here are parts of five stories. Think of things which the boy or girl in each story might have done.

(1)

An elephant in the circus was eating hay. Tom was watching him. Tom

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WHY DON'T YOU WAKE UP?

Questions to think about

What do you suppose Jerry, the dog, wants Jim, the boy, to do? Do you think Jerry and Jim are good friends? Why? Do you think Jim's father is afraid that Jerry will wake Jim? Why?

started to leave. The elephant took Tom's hat. (What did Tom do?)

(2)

Mary had washed her doll clothes. She was hanging them on the line. A bird picked a ribbon out of the basket. She flew with it to a nest she was making. (What did Mary do?)

(3)

Jack was flying a kite. It looked like a bird. A hawk saw it. He grabbed the kite with his strong claws. (What did Jack do?)

(4)

Edith had painted a picture. She was taking it to school. The wind blew it out of her hand. The picture was carried to the top of a tree. (What did Edith do?)

(5)

Billy went to the store to get a top. He picked out the one he liked best. The man told him that it cost ten cents. Billy reached in his pocket for the money. His dime was gone. (What did Billy do?)

Choose one of the stories to finish. Then do these things:

1. Decide how to finish the story.
2. Think of two or more sentences to use in telling what you wish to say.
3. Choose a title for the story.

Writing the story

Write the title of your story near the top and center of a sheet of paper. Then copy the story and finish it.

Use these questions in checking your story:

1. Did you keep the sentences apart?
2. Is each group of words that you wrote in the form of a sentence really a sentence?

Correct any mistake that you made.

Save your paper.

5. Using What You Have Learned

Working together

When your turn comes, tell or read aloud the story that you wrote in the last lesson. Use a pleasant voice. Pronounce your words correctly. Speak loud enough for everyone in the room to hear.

Listen while the other boys and girls read or tell their stories. Think which ending you like best for each story. Think whether the boys and girls kept their sentences apart.

Talking together

The class should decide upon answers for these questions:

1. Which endings for each story were the best endings?
2. Did the boys and girls run sentences together in the stories?
3. What things should the class do to be better story tellers?

More Practice

I

To read and do by yourself

Here are two sentences that are run together. Find where the first sentence should end.

I have a toy that I like it is a little airplane.

In this story three sentences are run together. Try to find where each sentence should end.

(1)

On her birthday the postman brought Mary a box she thought there was a pair of rubbers in it she found a lovely doll.

Use the answers to these three questions to help you decide what the three sentences of the story are:

1. What did the postman bring Mary on her birthday?
2. What did she think was in the box?
3. What did she find?

In each of the following stories some sentences are run together. Read the stories and decide how to separate the sentences correctly.

(2)

Jim did not go skating today he left his skates at the pond yesterday. Someone carried them off.

(3)

John heard a sound in a closet. He opened the door and looked in there was his cat with five kittens.

(4)

Bob and Jane built a treehouse it was made of boards. When it was done they ate their supper in it they had to be careful not to fall out.

Copying the stories

Choose two of the stories. As you copy them, separate the sentences that are run together. Put a period at the end of each sentence. Begin the first word of each sentence with a capital letter.

Checking your work

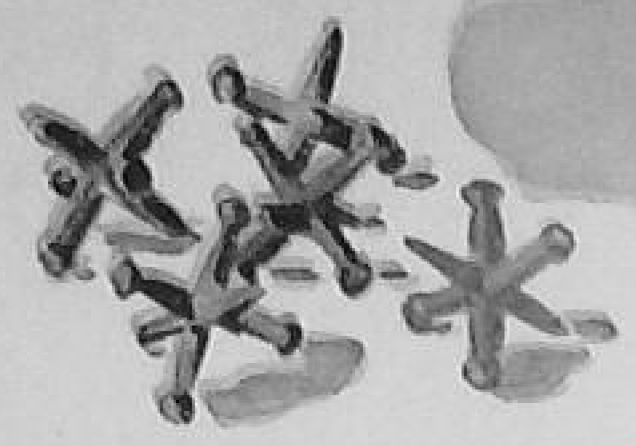
If you wrote story (1) check it by the questions given.

For the other stories, use these questions to help you find where each sentence should end:

(2) Where didn't Jim go? What did he do yesterday? What happened?

(3) What did John hear in a closet? What did he do? What was there?

(4) What did Bob and Jane build? What was it made of? What did they do when it was done? What did they have to be careful not to do?



More Practice

II

Thinking out a story

Choose one set of questions of those given here. Use it to help you think out a story.

(1)

What have you wanted for which you had to wait a long time? How did you get it? How surprised were you?

(2)

What funny mistake have you made? What happened first? What happened after that?

(3)

What have you lost? What did you do to find it? Where was it? Why were you glad to have it again?

(4)

What fun do you have before bedtime at night? What happens first? What happens after that? What do you do when it is all over?

Writing a story

After you have thought out your story, write it without looking at the questions. Try to make the meaning of each sentence clear.

Checking your story

Read your story to make sure that you kept your sentences apart.

Thinking out and writing another story

Next, choose one of these beginnings or one of your own.

Write a story in which you use at least four sentences.

1. Before Christmas I went to town to buy some presents.
2. Once I planned a surprise for my father.
3. My little brother sometimes gets into mischief.

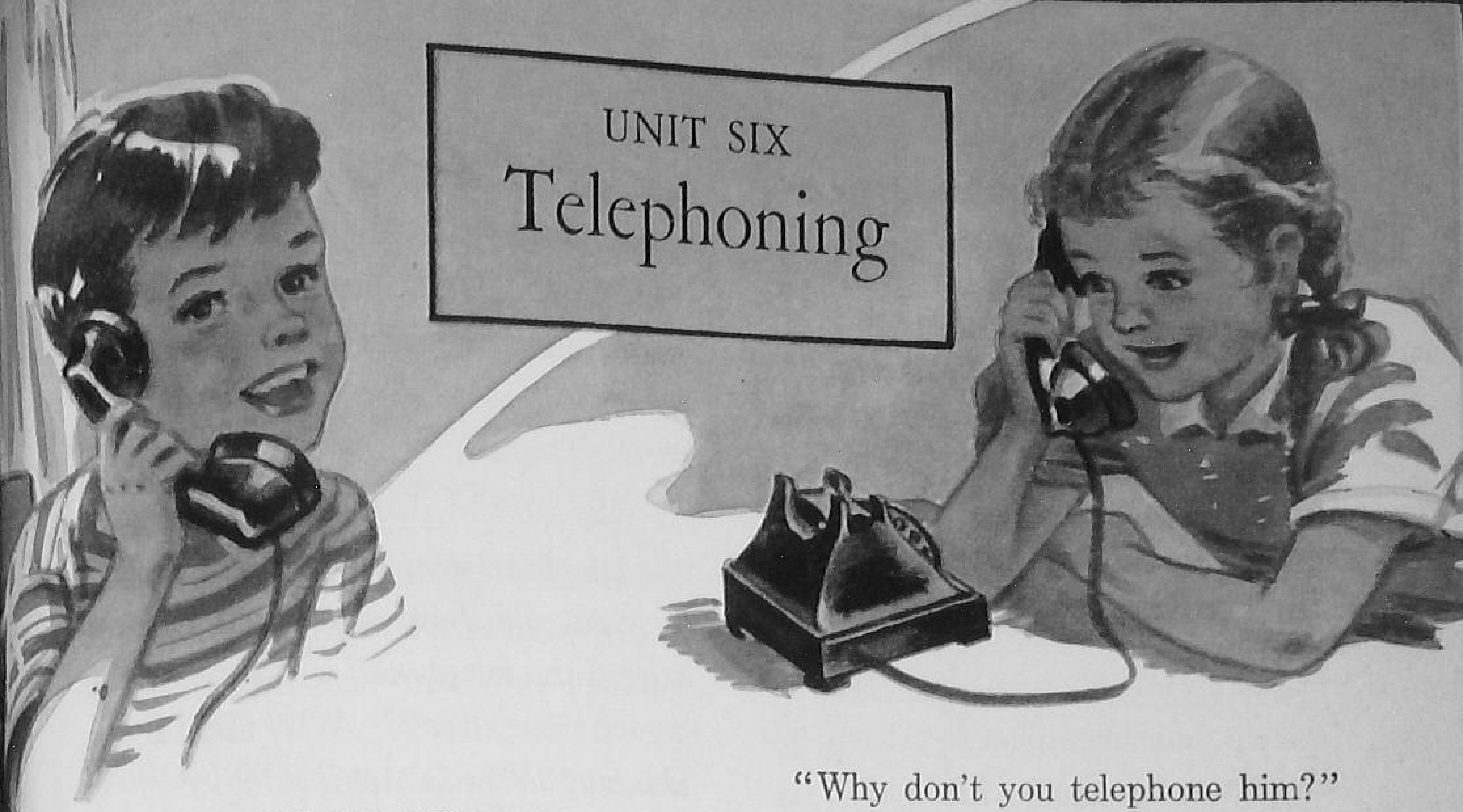
Checking your second story

In checking your second story, try to answer these questions:

Do your sentences all belong to the same story? Are your sentences clear in meaning? Did you keep them apart?

Did you begin each sentence with a capital letter? Did you use periods where they were needed?

UNIT SIX
Telephoning



CHAPTER SIXTEEN

Talking Over Telephones

1. How the Telephone Helps Us

To read to yourself

"We're starting a picture club," cried Alice, running into the kitchen.

"A picture club! What's that?" asked Alice's mother.

"It's a club for finding pictures about people in other countries," answered Alice. "Sally and Joan are coming home with me this afternoon to begin work."

"Uncle Fred might help you," said Alice's mother. "He has a box full of pictures that he brought home from his trip last year."

"I wish I could have them this afternoon," exclaimed Alice. "I'll be late for school if I go over to his house for them now."

"Why don't you telephone him?" asked Alice's mother. "Maybe he will bring them as he goes to work."

Alice was lucky. When she called her uncle, he said he would bring the pictures over right away.

Questions to think over

1. How did the telephone help Alice? How did it help her save time?
2. For what reasons do you use a telephone? For what reasons do older people use it?
3. How do telephones help to prevent bad fires and other troubles?
4. Why should a telephone be placed where it will not fall? Why should boys and girls not play with it?

Talking together

Help your class answer the questions above. In taking part in the conversation, do the following things:

1. Tell interesting things and ask interesting questions.
2. Listen carefully to others. What they say will help you think of things to tell or ask.
3. Give everyone a chance to talk. Do not talk long at a time.
4. If someone says something that you do not understand, ask him politely to explain what he means.

Help your class plan to get two toy telephones for the next lessons.

2. Answering the Telephone

To read to yourself

Joan let the telephone ring several times before she answered it.

"Hello," she said. "This is Joan Perry."

"This is Alice, Joan," shouted a friendly voice. "I'm so glad I got you. I was just about to give up. I have a surprise."

"I can't understand you, Alice," said Joan. "You are talking too loud."

"I said that I have a surprise," Alice said softly. "Can you understand me now, Joan?"

"Not yet," replied Joan. "Is your mouth too close to the mouthpiece?"

Alice held the mouthpiece farther away from her lips and spoke plainly. Then Joan understood every word.

"Last night I told Miss Howe about our picture club," Alice said. "She wants us to tell about it at school. She thinks all the boys and girls wil want to hear about it."

Talking together

1. Why should Joan have answered the telephone sooner than she did?
2. What did Joan say when she answered the telephone? Why was this a good thing to say? Why should you not say, "Who is this?"
3. What two things did Alice do that made it hard for Joan to understand?
4. When you talk over the telephone why should you use your natural voice? Why should you pronounce your words distinctly?
5. The part of the telephone into which you speak is called the **transmitter.** Why should you keep your lips an inch or two from it?
6. The part of the telephone which you hold to your ear is called the **receiver.** Why should you hold it lightly against your ear?

Answering telephone calls

When you are asked to do so, write your name and a play telephone number on the blackboard.

One toy telephone may be placed on a table in the room. Your teacher will have another telephone.

When your teacher calls your number and rings the telephone, answer it. Then carry on a conversation with her.

Here is a conversation that Miss Howe and Jack carried on:

MISS HOWE: 303, please.
JACK: Hello. This is Jack Strong.
MISS HOWE: Hello, Jack. This is Miss Howe. How are you getting on with your report?
JACK: All right, thank you. It will be done today.
MISS HOWE: I am glad of that. I shall put you on the program for tomorrow. Good-bye, Jack.
JACK: Good-bye, Miss Howe.

When you answer the telephone, follow these rules:

1. Give your name.
2. Keep your lips about an inch or two from the mouthpiece.
3. Hold the receiver lightly against your ear.
4. Speak in your natural voice and pronounce your words clearly.
5. Unless you have a good reason to be in a hurry, let the person who called you say "Good-bye" first.

When the conversations are over, the class should decide in what ways the boys and girls can do better in answering the telephone.

3. Deciding What to Say

To read and think over

When Tom answered the telephone, someone said, "This is Mr. Clark, Tom. Is your father there?"

Which of these answers should Tom have given? Why?

1. Yes, Mr. Clark. Wait just a minute, please. I'll call him.
2. Yes. Do you want to talk to him?
3. Why do you want to talk to him?

When Judy answered the telephone, Mr. Davis asked to speak to her father who was not at home.

Which of these answers should Judy have given? Why?

1. You'll have to call later.
2. Daddy can't talk to you.
3. He isn't here. Would you like to speak to Mother?

When Dick answered the telephone, someone asked for his mother who was bathing the baby. Which of these answers would have been best? Why?

1. Mother is busy. She told me not to bother her.
2. Mother can't come now. Shall I ask her to call you later?
3. She is too busy to talk to you.
4. Mother can't come now. Please call again in half an hour.

Mrs. Parker called Mrs. Farr when Mrs. Farr was not at home. Patty answered the telephone. This is what Mrs. Parker said:

Please tell your mother to come to Mrs. Brooks' house tomorrow at two o'clock. She may bring a friend. Ask her to bring the book that she promised to let me have.

Which of these answers would you have given if you had been Patty? Why?

1. All right, Mrs. Parker.
2. I might forget some of those things, Mrs. Parker. If you will give me your number, I'll ask Mother to call you when she comes home.
3. I can't remember all that, Mrs. Parker. Why don't you call later and tell her yourself?

Talking together

Help the class decide which answers should have been given by Tom, Judy, Dick, and Patty.

In what ways must you be careful about taking a message for someone else over the telephone?

Answering the telephone

Think what you would say in answering each of these telephone calls:

1. Janet Lawrence asks for your sister. Your sister is at home.
2. Mr. Ryan asks for your father. Your father is not at home. You do not know where he is.
3. Mrs. Jenkins asks for your father. He is at his office. His telephone number there is 3425.
4. Your teacher asks for your mother, who can't leave her work at that time.
5. Mrs. Bennett asks for your mother, who is not at home. Mrs. Bennett asks you to tell your mother that a club meeting will be held next Monday at two o'clock at Mrs. Hall's house on Tenth Street. She wishes to know whether your mother will bring Mrs. Black and Mrs. Stone with her.

When your teacher calls your number and rings the toy telephone, you should answer on the other telephone. When she makes one of the five calls you have just read, give the answer you think best.

When the telephone conversations are over, help the class decide how to improve in answering the telephone when someone else is wanted.

4. Making a Telephone Call

To read and think over

Bob Dexter often uses the telephone to call a friend.

One day Bob had to stay home from school. That evening he called Jack to find out about the radio program the boys and girls had given that afternoon.

First, Bob looked up Jack's telephone number. Then, he lifted the receiver to his ear and waited for the operator to speak. This is what was said:

OPERATOR: Number, please.
BOB: Main 4164.
JACK'S MOTHER: Hello. This is Mrs. Strong.
BOB: This is Bob Fields. May I speak to Jack, please?

To make a call on a telephone like Bob's do these things:

1. Get the number of the person whom you wish to call. If you do not know how to use a telephone book, ask someone to find the number for you.
2. Lift the receiver to your ear. When the operator asks for the number you want, say it clearly and slowly.
3. When someone answers the telephone, give your name. If you are not already talking to the person you want, ask for him.

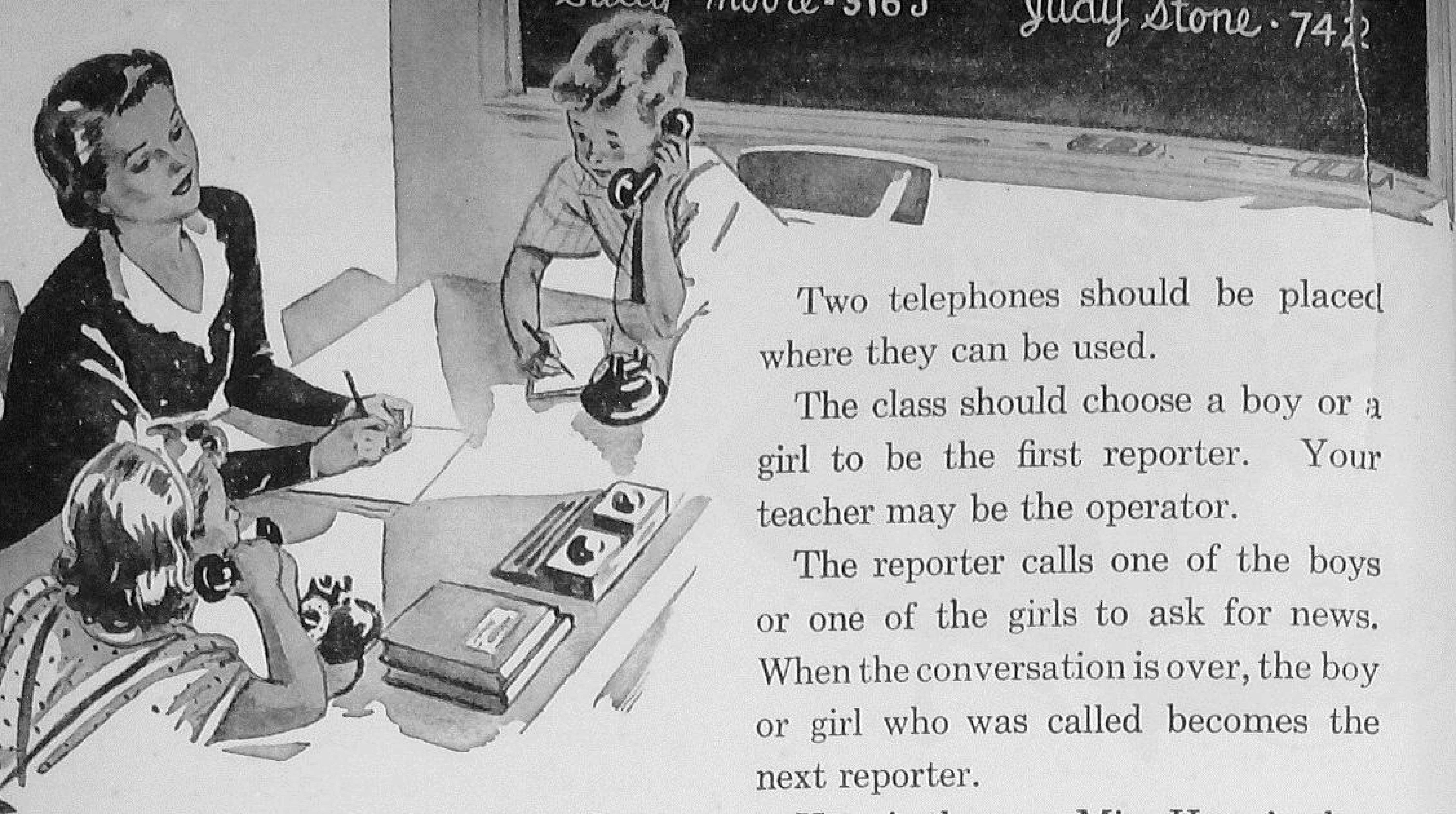
Using the toy telephones

If you are chosen to do so, call your teacher on the toy telephone and carry on a conversation with her. You may ask her a question that you want answered, or you may tell her about something interesting you have done, seen, or heard.

The class should choose someone to be the operator.

Here is what was said when Judy called Miss Howe:

OPERATOR: Number, please.
JUDY: 867J.
OPERATOR: 876J?
JUDY: No, Operator; 867J.
OPERATOR: Thank you. 867J.
MISS HOWE: Hello. This is Miss Howe.



JUDY: This is Judy Stone, Miss Howe. May I take care of the fish this week?
MISS HOWE: Yes, you may, Judy. Don't feed them too often. Three times a week is enough.
JUDY: Thank you. I'll remember. Good-bye, Miss Howe.
MISS HOWE: Good-bye, Judy.

When the conversations are over, help your class decide how they can improve in making telephone calls.

5. Using What You Have Learned

A game to play

INQUIRING REPORTER

A reporter is a person who looks for news to put in a newspaper. Often he telephones to ask, or inquire, about things that have happened.

Each boy and girl in the class should write his name and a play telephone number on the blackboard.

Two telephones should be placed where they can be used.

The class should choose a boy or a girl to be the first reporter. Your teacher may be the operator.

The reporter calls one of the boys or one of the girls to ask for news. When the conversation is over, the boy or girl who was called becomes the next reporter.

Here is the way Miss Howe's class played the game:

(1)

OPERATOR: Number, please.
TOM (reporter): 524, please.
MARY: Hello. This is Mary Lee.
TOM: This is Tom Morgan, the news reporter. Is there any news for me about your school?
MARY: Yes, there is. Sally Moore won the skating race last Saturday.
TOM: Thank you, Mary. Good-bye.
MARY: Good-bye, Tom.

(2)

OPERATOR: Number, please.
MARY (reporter): 215W.
PETER: Hello. This is Peter Reed.
MARY: This is Mary Lee, the news reporter. Have you any news for me?
PETER: Yes, I have. Billy Owens and his father went to the city yesterday. They visited the zoo.

MARY: Thank you, Peter. Good-bye.
PETER: Good-bye, Mary.

The news that you and others give in the game must be true. In making and in answering calls, use what you have learned about talking on the telephone.

When the conversations are over, help your class decide how they can improve in making calls and in answering the telephone.

Making a record

Think of things that you have learned about these topics:

1. How to answer the telephone
2. What to say when someone else is wanted
3. How to make a telephone call
4. How to speak over the telephone

Help your class make a list of rules for using the telephone. When you think of a rule that has not already been given by someone, tell it in a sentence for your teacher to write on the blackboard.

Copy this title near the top and center of a sheet of paper: *Rules for Using the Telephone.*

Under the title, copy the list of rules that is on the blackboard.

The class may choose a committee to find a paper that is neat and correct for the bulletin board.

CHAPTER SEVENTEEN

Using Words Correctly

1. Shortened Words

To read and think over

In talking and in writing we often make two words into one. For *can not*, we use *can't*. For *is not* we use *isn't*. Words put together and shortened in this way are called **contractions.**

In writing a contraction, we use an apostrophe (') to show where one or more letters are left out.

In writing *can't*, the apostrophe is used where the letters *n* and *o* are left out. In writing *isn't*, the apostrophe is used where the letter *o* is left out.

Notice what words each of these contractions stands for:

1. aren't (are not)
2. wasn't (was not)
3. weren't (were not)
4. haven't (have not)
5. don't (do not)
6. doesn't (does not)
7. they're (they are)
8. it's (it is)
9. I'm (I am)
10. I've (I have)

Many boys and girls make the mistake of using *ain't* for *am not*, *isn't*, or *aren't*.

The following sentences show the right word, or words, to use in the place of *ain't*:

1. I *am not* going to the party.
2. Tom *isn't* going either.
3. Why *aren't* you going?

It is never correct to use *ain't*.

Working together

Help your class decide what letter (or letters) is left out of each of the ten contractions on page 111.

Then, when you have a turn, read one of the following sentences aloud. Use a contraction in the place of the words printed in italics.

1. A bird sings, but *can not* talk.
2. Clocks have hands, but *do not* have arms.
3. A cat sneezes, but *does not* cough.
4. Pigs *can not* fly; they *have not* wings.
5. The book was read, but *was not* red.
6. A turtle swims, but *does not* have fins.
7. Chairs have legs, but *are not* walkers.
8. The moon is yellow, but *is not* made of cheese.
9. Geese hissed, but *were not* angry.

Writing sentences

Notice the words printed in italics. Think how to use them as contractions in answering the questions.

1. Ice *is not* hot, is it?
2. Boys *are not* bigger than horses, are they?
3. What *are they* smaller than?
4. *Is it* time to go?
5. Jane *does not* like to lose, does she?

Write sentences that answer the questions. Use one sentence for each answer. In each sentence use a contraction for the words in italics. Use capital letters, periods, and apostrophes where they belong.

Check your paper as your teacher tells what contractions you should have used. If you made mistakes, correct them.

2. Using Words That Mean *No* and *Not*

To read and think over

Contractions that end in *n't* have the meaning of the word *not* in them. For example, *can't* means *can not*, *haven't* means *have not*, and *didn't* means *did not*. A contraction that ends in *n't* may be called a *not word*.

The word *never* also has the meaning of *not* in it. It means *not ever*. *Never* may be called a *not word*.

Each of the following words has the word *no* in it. Each of them may be called a *no word*:

no	nobody	nothing
none	nowhere	

Many boys and girls make a mistake by using a *no word*, or the word *never*, with *hasn't*, *haven't*, or with some other contraction that ends in *n't*. They say: "I *can't* see *nothing*" when they mean "I *can* see *nothing*" or "I *can't* see *anything*."

In the following sentences the *no* and *not words* are used correctly. Each statement is made in two ways, but only one *no word* or one *not word* is used in each sentence. What word is used instead of each *no word*?

1. I haven't a pony. I have no pony.
2. I don't see anything. I see nothing.
3. Mother hasn't gone anywhere. Mother has gone nowhere.

Working together

Below is the beginning of a sentence with five endings for it. Help your class in finding the *no word* in each ending and in deciding how each ending can be said in two ways.

It would be a strange world —

4. if people had nothing to do.
5. if flowers grew nowhere.
6. if you had nobody to talk to.
7. if there were no lollipops.
8. if people did nothing but laugh.

Help your class in finding the *not word* in each of the following sentences and in changing the sentence so that a *no word* is used instead:

9. A river hasn't any money in its banks.
10. A measuring worm doesn't know anything about measuring.
11. Elephants don't carry clothes in their trunks.
12. Haven't acorns any aches?
13. Time can't be found anywhere.
14. The telephone hasn't any voice of its own.
15. An ear of corn never hears anything.

With the help of your class decide why each of the following sentences is wrong and how it can be made right in either of two ways:

16. I don't have nothing to do today.
17. I don't want to go nowhere.
18. Hasn't nobody come to see you?
19. Can't you find no game to play?
20. I can't find none anywhere.
21. You haven't never looked for one.

Writing sentences

In almost every sentence of this telephone conversation, more than one *no* or *not word* is used. Think how to write the sentences correctly.

SAM: Come over, Tom. I haven't nothing to do this evening.
TOM: I can't do nothing, Sam. There isn't nobody else here just now.
SAM: Oh, shucks! Your folks aren't never at home. Can't you find no way to come for just a minute? Grab a bicycle!
TOM: There isn't none here. Bill never leaves me nothing to ride. Oh, wait! Here's Bill. I'll be right over!

Write correctly each incorrect sentence in the conversation.

Check your paper as your teacher gives the sentences correctly. If you do not know why a mistake that you made is a mistake, ask to have it explained.

3. Using *Have* and *Haven't*

To read and think over

Sometimes boys and girls use the word *got* when they do not need it. They use it with *have* or *haven't.* They say, "I *have got* a new book," when they mean, "I *have* a new book"; or they say "I *haven't got* any skates," when they mean, "I *haven't* any skates."

> **In telling that you have or own something, say *have*. Do not say *have got*.**
>
> **In telling that you do not have something, say *have not* or *haven't*. Do not say *haven't got*.**

A game to play

Playing this game will help you to say *I haven't* instead of *I haven't got.* It will also help you to pronounce *have to* correctly. Do not say *hafto* for *have to.*

GO TO MY NEXT NEIGHBOR

The class should choose a leader. He should go from one player to another, asking for such things as sugar, tea, bread, and butter. When he says, *Will you lend me some sugar?*, the player must say: *I haven't any. You will have to go to my next neighbor.*

A player must be careful not to say *I haven't none* or *I haven't got any.* He must also be careful not to say *hafto* for *have to.* Any player who

makes a mistake should be told to try again.

The leader should ask his questions five times. Then he must choose someone to take his place.

Talking together

Each of these sentences is wrong. Help your class decide how to make it right.

1. I have got a new baseball at home.
2. I have got a new bat too.
3. But I haven't got a glove.
4. I haven't got money to buy one.
5. I haven't got any money saved.
6. I have got a way to earn some.

Writing sentences

Think of five things that are yours or not yours. Write five sentences about them, showing that you can use *have* and *haven't* without *got.*

Make sure that you did not write just a group of words in the form of a sentence. Then give your paper to your teacher.

4. Using What You Have Learned

To read and think over

Think what might have been said during each of these telephone conversations:

1. When Joe called Sally, her brother Jerry answered the telephone. Joe asked Sally whether she had a stamp book that he could borrow.
2. When Mary called Ben, his sister Carol answered the telephone. Mary asked Ben whether he had a pair of skates that she could borrow.

Working together

With the class, decide how many boys and girls are needed to carry on one of the conversations.

In taking part use what you have learned about using the telephone.

Try to use *no* and *not words* correctly.

Do not use *got* with *have* or *haven't* when you do not need it.

Talking together

1. If any mistakes were made in making or answering telephone calls, tell what they were and how to correct them.
2. If any mistakes were made in using *no* and *not words* and *got,* tell how to correct them.

5. Testing Yourself

To read and do by yourself

What contraction stands for the two words in italics in each of these sentences?

1. Moles *have not* any eyes.
2. They *can not* see.
3. An owl *does not* come out in the daytime.

4. Robins *do not* sing at night.
5. A black bear *is not* as large as a white bear.
6. Young boys *are not* so strong as older boys.
7. Once ships *were not* so large as they are now.

Number a paper from 1 through 7. After each number write the contraction for the two words in italics in the sentence that has the same number.

Reading and writing

Think which word should be used in each blank in these sentences:

Choose NO or ANY:

Joe hasn't __1__ stamp book. He has __2__ stamps. Sally hasn't __3__ book or stamps either.

Choose ANYTHING or NOTHING:

What has Jean in that box?
She has __4__ in it.
Hasn't she __5__ to put in it?
No, she hasn't __6__.

Choose ANYBODY or NOBODY:

With whom are you going?
I'm not going with __7__.
Can't you find __8__ to go with?
I've found __9__ who can go.

Choose ANYWHERE or NOWHERE:

Haven't you seen my cap __10__? I can't find it __11__.
It's __12__ in this room.

Number a paper from 1 through 12. After each number write the word which should be used in the blank that has the same number.

Checking your paper

Check your list of contractions as your teacher spells aloud each contraction which you should have written. If you do not understand why a mistake that you made is a mistake, ask to have it explained.

Check your twelve words as your teacher reads the correct words aloud. If you made mistakes, read again how to use *no* and *not words*, page 113. Then correct your work.

CHAPTER EIGHTEEN

Using Good Sentences in Conversation

1. TAKING TELEPHONE MESSAGES

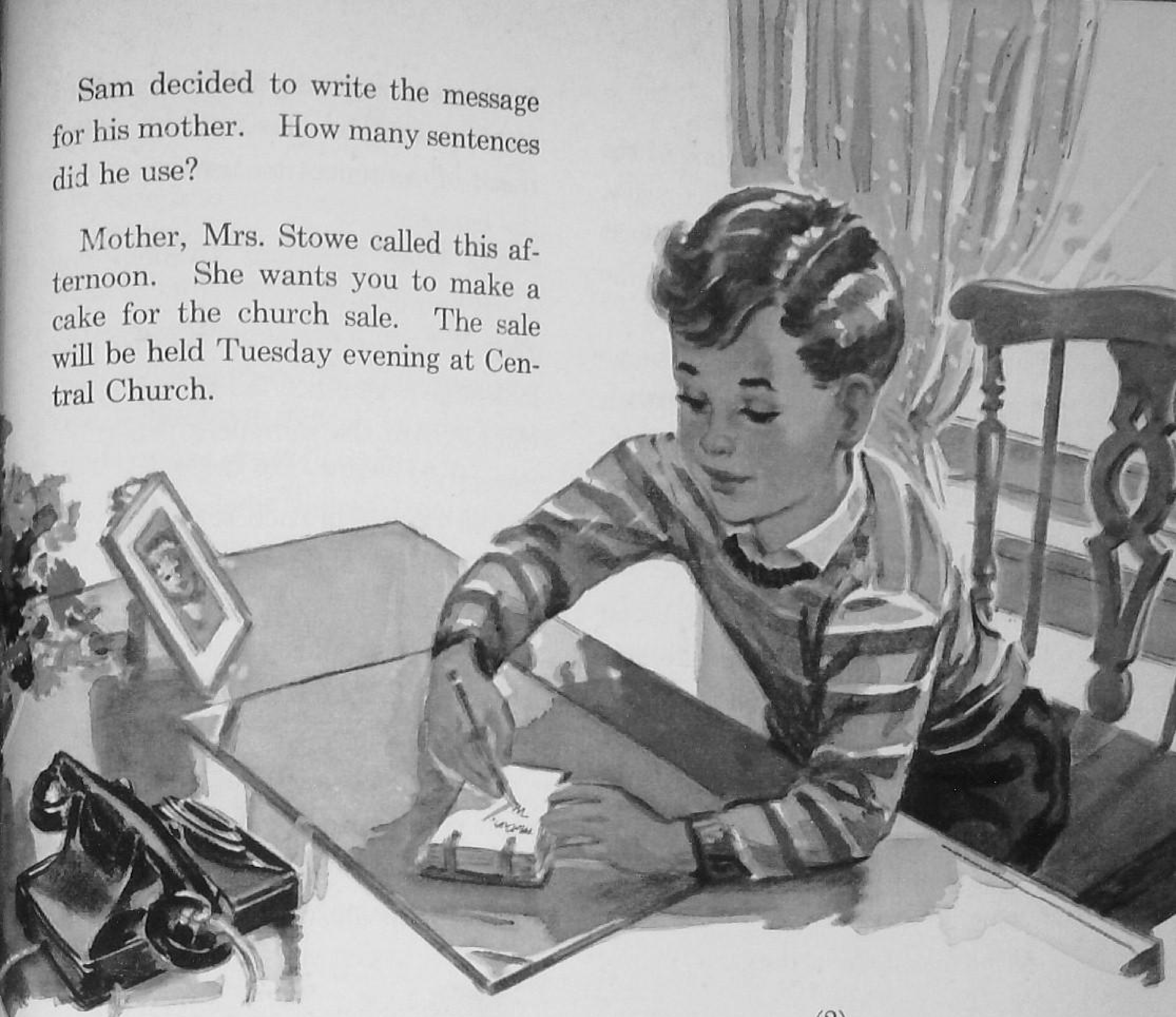
To read and think over

Sam answered the telephone. The call was for his mother who was not at home. Sam knew that he should remember these things about the call to tell his mother:

1. **Who called:** Mrs. Stowe
2. **What about:** A cake that Sam's mother was to make for a church sale
3. **When and where** the sale was to be: Tuesday evening at Central Church

Sam decided to write the message for his mother. How many sentences did he use?

Mother, Mrs. Stowe called this afternoon. She wants you to make a cake for the church sale. The sale will be held Tuesday evening at Central Church.



One afternoon Helen was asked to give these three telephone messages to other people. Think what she should have said in giving the messages.

(1)

Who called: Mr. Grant

What about: A meeting for Helen's father to attend

When and where the meeting was to be held: At Town Hall, Monday evening, at eight o'clock

(2)

Who called: Mary Bryan

What about: A party to which Helen's sister Dorothy was invited

When and where the party was to be: At Mary's house, Friday afternoon, at three o'clock

(3)

Who called: Aunt Margaret

What about: A new doll that she had for Helen's sister Penny

When and where Penny was to get the doll: At Aunt Margaret's house, Saturday afternoon

Working together

With your class, choose one of the messages that Helen needed to give. Then help them tell your teacher what to write as she puts the message on the blackboard.

If you are asked to do so, give one of the other messages that Helen needed to give. Use at least three sentences.

Writing a message

When Dick talked to Mrs. Clark on the telephone, she asked him to give his mother a message. She said:

Please tell your mother that there will be a club meeting next Monday afternoon at Mrs. Blue's house. The meeting will begin at two o'clock.

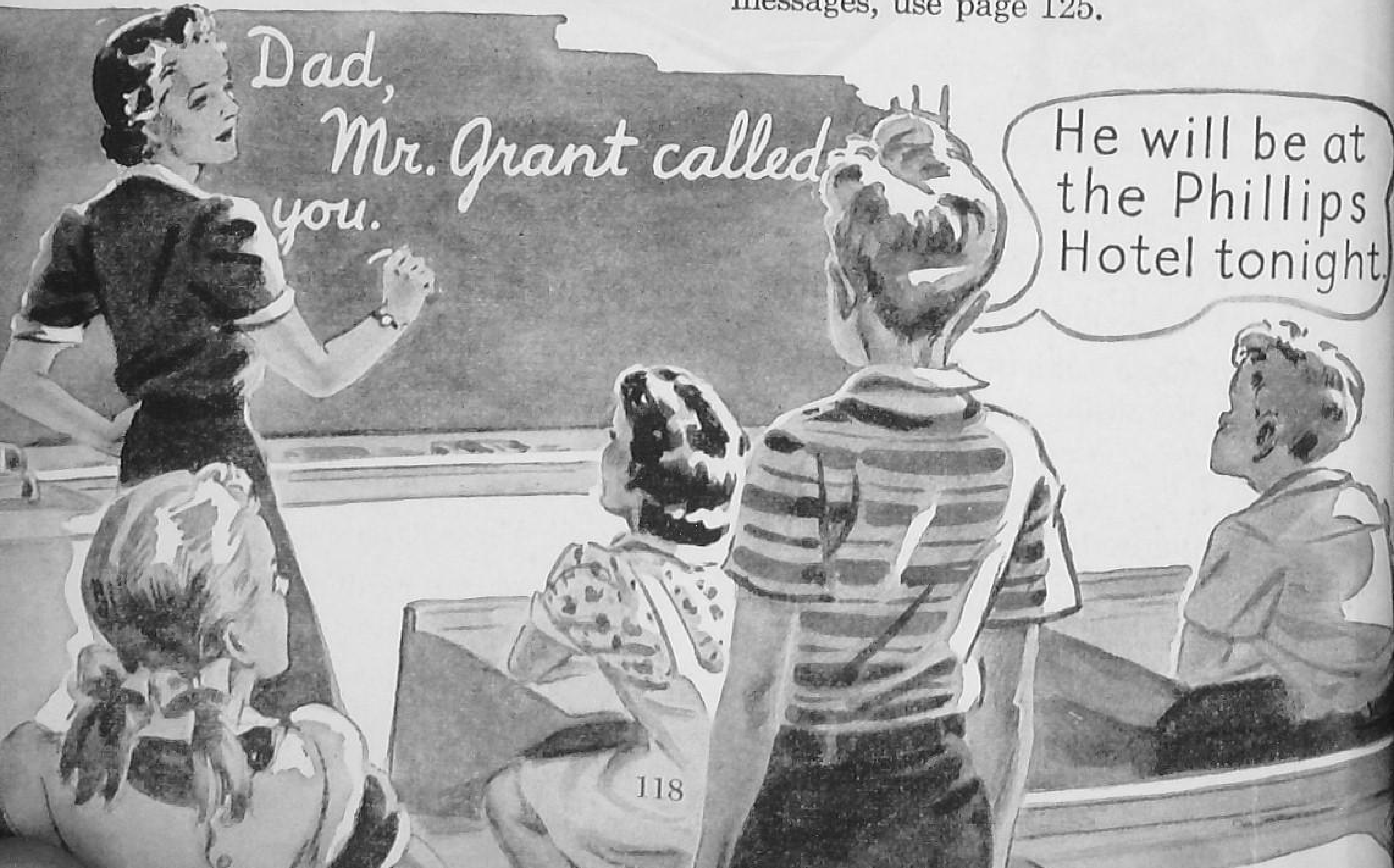
Think what Dick should say in the message that he needs to give. Then think of sentences to use in writing the message.

Use these questions to help you correct your paper:

1. Does each group of words that looks like a sentence tell or ask something? Are the sentences separated correctly?
2. Did you begin each sentence with a capital letter and put the right mark at the end?
3. Where else did you use capital letters? Where did you use an apostrophe?

Correct any mistake you found. Show your paper to your teacher.

If you need more practice in writing messages, use page 125.



2. Short Statements and Questions

To read and think over

In asking or in answering a question in conversation, people often use a part of a sentence instead of a sentence. The part of a sentence can be understood if each person knows what the rest of it might be.

Notice where Jack or Joe used only parts of a sentence in this conversation:

JACK: We want you to come to our house for dinner today, Joe.
JOE: Thank you. What time?
JACK: At twelve o'clock. We're going to have fried chicken.
JOE: Fried chicken?
JACK: Yes, and ice cream.
JOE: Good! I'll be there.

If each boy had used a sentence every time that he used a part of a sentence, the conversation might have been like this:

JACK: We want you to come to our house for dinner today, Joe.
JOE: I thank you. At what time shall I come?
JACK: We want you to come at twelve o'clock. We are going to have fried chicken.
JOE: Did you say that you were going to have fried chicken?
JACK: Yes, I did. We are going to have ice cream too.
JOE: That's good! I'll be there.

Working together

Listen as the two conversations are read aloud by boys chosen to take the parts of Jack and Joe. Then help your class answer these questions:

1. Which conversation do you like better? Why?
2. How many sentences are in the first conversation? How many in the second conversation?
3. Which groups of words that look like sentences in the first conversation are not really sentences? Why can they be understood?
4. Why is it sometimes all right to use a part of a sentence instead of a sentence in conversation?
5. When do you need to use a sentence instead of a part of a sentence in conversation?

Writing sentences

Here are six groups of words that are not sentences. Think of words to add to each group to make a sentence.

1. to come to dinner
2. chicken better than ice cream
3. at twelve o'clock today
4. get there on time
5. good things to eat
6. looking for you

Now write your six sentences. Use capital letters, periods, or question marks where you need them.

Check your paper to make sure that each sentence is correct. Show your paper to your teacher.

3. Improving News Items

To read and think over

On page 121 is a picture of part of a newspaper that was written by Miss Howe's class. The boys and girls wrote news items and then chose Dick, Jim, and Joan to paste them on a cardboard. Could your class make a newspaper like that? Could you bring in interesting news items that are correctly written in every way?

In each of the three news items below the sentences are run together. Find out where each sentence begins and ends.

1. In our last fire drill we went out of the building quickly and quietly it took us less than two minutes

2. Miss Reed's class invited us to a play last Friday it was about a princess who lived with a shoemaker and so a prince came and carried her away we liked the play

3. Many kinds of birds visit our bird feeding station they come for the crumbs and seeds that we give them all of us like to watch them

Talking together

Help your class decide how the sentences in each news item in column one should be separated. Where are capital letters and periods needed? What words should be left out?

Writing news items

Think of a news item for your class. These groups of questions may help you:

1. What has the class made lately? What did they use in making it? How will they use it?
2. What is the class doing in music? What song is the favorite? Why does the class like it?
3. What interesting thing has one of the boys or one of the girls done?

Write your news item on a sheet of paper.

Check your paper. Make sure that each of your sentences begins with a capital letter and ends with a period. Then show your paper to your teacher.

Would one of these be fun?

The class may wish to make a newspaper like the one made by Miss Howe's class.

They may also wish to have different boys and girls give their news items to the "Inquiring Reporter" over the toy telephone.

OUR NEWS PAPER

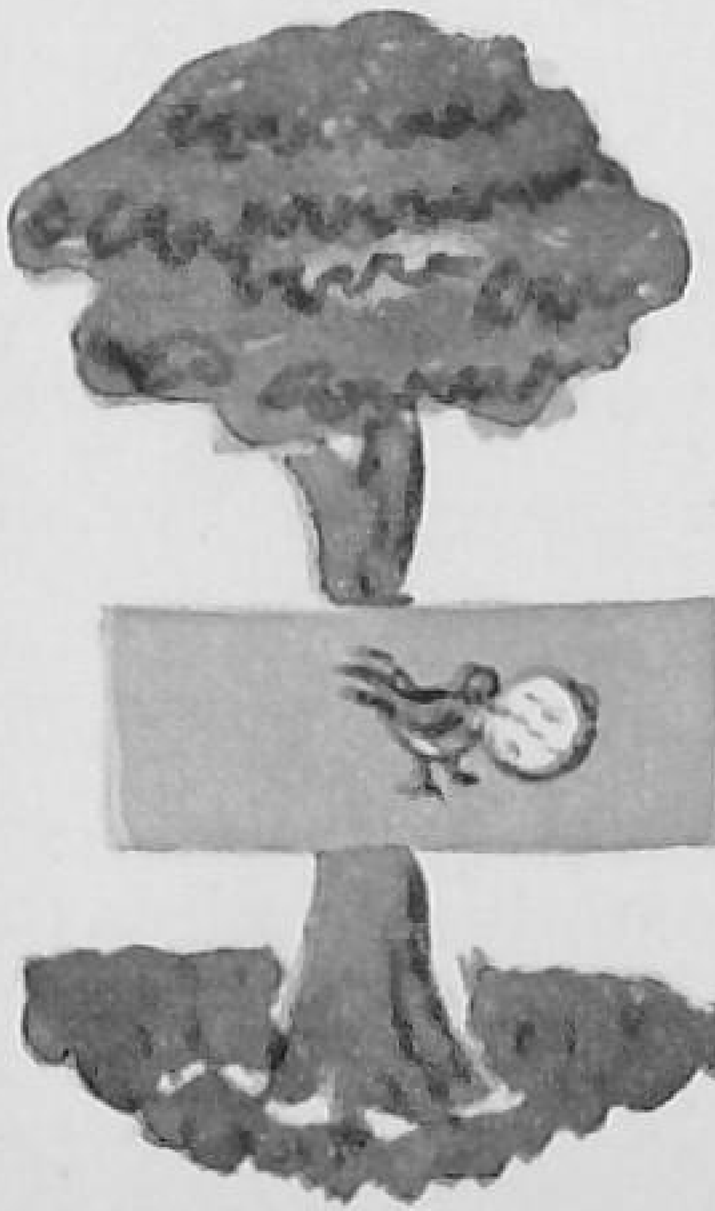
What We Have Done

The big picture that we have been drawing is nearly done. It is a picture of a farm that we visited. There is a house, a barn, an orchard, and a pasture in it.

In our last fire drill, we went out of the building quickly and quietly. It took us less than two minutes.

Miss Mark's class invited us to a play last Friday. It was about a princess who lived with a shoemaker.

Our Visitors



Many kinds of birds visit our bird feeding station. They come for the crumbs and seeds that we give them. It is fun to watch them

4. Using More Exact Words

To read and think over

Read the following story. For each numbered word (or words) in the story, choose a word from the list that has the same number. Choose a word that fits the story and gives a more exact meaning. Use the picture to help you.

A SURPRISE FOR DAD

One day while Roy and his dad were playing ball, his father held a (1) *stick* (2) *a little* above the ground and said, "Roy, can you (3) *go* over this?"

"Over that?" Roy (4) *said* with a grin. Then over the bat he jumped very easily.

"Good!" exclaimed Roy's dad. "Maybe you can (5) *get* over something (6) *harder*."

This time he held the bat (7) *some* higher. Roy went over it as easily as a dog (8) *gets* over a low hedge.

Writing your answers

Write the words you chose. Number them to show where they belong.

Talking together

If you are asked to do so, read the words you chose. Help the class decide which word (or words) is the best to use in each case, and why the other words are not suitable.

1. rod	2. somewhat	3. slide
pole	a lot	jump
baseball bat	ten feet	step
bar	a foot	get

4. offered	5. fly	6. taller
declared	jump	higher
advised	crawl	bigger
asked	roll	better

7. one foot	8. moves
a mile	goes
a lot	leaps
six feet	soars

Writing sentences

From the list of words below choose the best word for each blank in these sentences. Write the sentences.

1. Tom is a tall boy. He is two inches . . . than Jane.
2. A day is . . . than an hour.
3. Mount Rainier is a high mountain. It is . . . than Pike's Peak.
4. Six is a . . . number than four.
5. Sam's work is improving. It gets . . . every day.

smaller	sweeter	thicker	better
larger	higher	longer	taller

Checking your work

Get someone to check your sentences while you check his. If you do not agree about a word, ask your teacher to tell you which word is the best to use.

Armstrong Roberts

IT'S EASY!

Something to think over

What is Roy's father holding for Roy to jump over? Is it hard for Roy to make the jump? How can you tell? Do you think Roy can make a higher jump? Why? How does Roy's father look?

5. Using What You Have Learned

To read and think about

In this conversation some of the parts of sentences used as questions and answers are not clear. Decide which these are and what should have been said.

PATTY: I have seen Miss Howe. She told me that we may have a party.
JIM: When?
PATTY: Just now.
JIM: Have a party just now?
PATTY: Oh, no. I didn't mean that. I thought you wanted to know when Miss Howe told me about the party. We are going to get ice cream and have the party Friday.
JOAN: Where?
PATTY: Down town.
JOAN: Do you mean that we are going to have the party down town?
PATTY: Of course not! We are going to get the ice cream down town and have the party here at school.

The boys and girls then talked some more about the party. In this part of their conversation some of them ran sentences together. Find the *and's* that should be left out.

JIM: What are we going to do at the party?
PATTY: We are going to give *Snow White* and it will be fun and Peter is to be in it.
JIM: Peter will make a fine Snow White!
PETER: Like fun I will! I will be one of the dwarfs. Mary can be Snow White and she will be a good one.

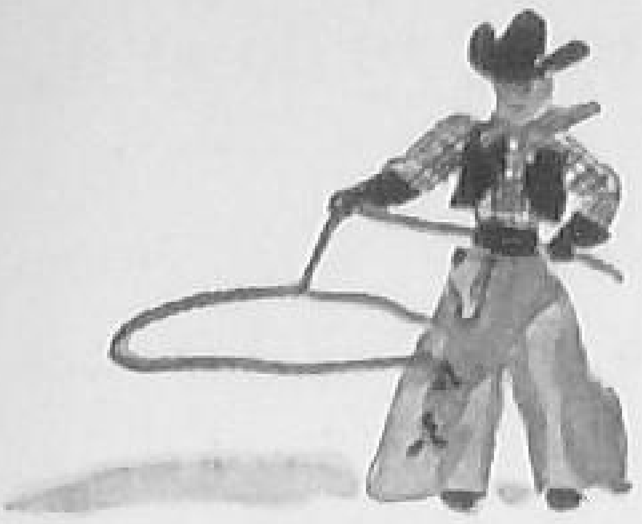
Talking together

Not all of the short questions and answers in the first part of the conversation need to be changed to sentences. Help your class decide which ones should be changed.

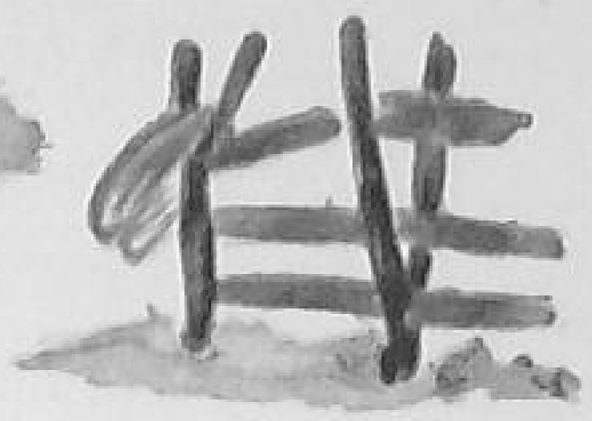
Next, help them decide what *and's* should be left out in the second part of the conversation.

Writing sentences

Write the second part of the conversation. Leave out the *and's* that are not needed. Put in the periods and capital letters that are needed. Check your paper and then give it to your teacher.



More Practice



I

Finding sentence endings

The news items below are hard to understand because the sentences are run together. Find where the first sentence in each item ends and the second sentence begins.

1. Jack brought three new goldfish for our bowl there are six fish in it now.
2. Yesterday we had a bad snowstorm cars were stalled in the streets.
3. Friday the second grade gave a party for the kindergarten they played games and sang songs.
4. Jane brought a new game to school she lets us play with it.
5. Mary takes care of our canaries each day she gives them fresh water and something green.

Writing the sentences correctly

Choose three of the news items. As you copy them, show where the sentences should end. Put a period at the end of each. Use capital letters where they are needed.

Writing telephone messages

Think out the sentences that you would need in writing messages telling these things:

(1)

Who called: Sam
What about: A movie to go to with Sam
When and where the boys were to meet: At Sam's house, Saturday morning, at ten o'clock

(2)

Who called: Mrs. Stone
What about: An apron to be made by Mrs. Smith for a church sale
When and where the sale was to be: Tuesday evening at Central Church

(3)

Who called: Mr. Jenkins
What about: Helping him thresh
When: Next Monday

Write the messages.

Checking your sentences

Look through all of your work. Ask yourself these questions:

1. Did I separate my sentences? Did I begin each sentence with a capital letter and end it with a period?
2. Does each group of words that looks like a sentence make sense by itself? Is it really a sentence?

More Practice

II

To read and think about

Think of the right word for each blank. Choose *nothing* or *anything*:

Oh, dear! I haven't __1__ to play with! What has Tom in his pocket? He hasn't __2__ in it.

Tom had a ball. Now he has __3__.

Choose either *no* or *any* for each of these blanks:

Why isn't Mary reading? She hasn't __4__ book.

Where is her book? She has __5__ book.

I haven't __6__ book either.

For each of these blanks choose *nobody* or *anybody*:

I heard a rap. I went to the door. There wasn't __7__ there.

I looked down the street. I could see __8__.

I looked across the road. There wasn't __9__ there either.

Writing the correct words

Number a paper from 1 through 9. After each number write the word you chose for the blank with that number.

Checking your list of words

Find the sentences in which there are contractions ending in *n't*. Were you careful to choose *any*, *anything*, or *anybody* for each blank in these sentences?

Did you choose the word *nothing*, *no*, or *nobody* for each blank in the sentences in which there are no other *no* or *not words*?

Writing sentences

Copy from this list the pairs of words that are correct. Then use them in sentences of your own.

haven't any	isn't none
haven't none	isn't any
hasn't nothing	wasn't anybody
hasn't anything	wasn't nobody
no one didn't	weren't any
no one did	weren't none

Checking your sentences

Read your sentences. Make sure that you used *any*, *anything*, or *anybody* with contractions ending in *n't*. Make sure, too, that you used capital letters and periods where they were needed.

CHAPTER NINETEEN

Writing Interesting Letters

1. Letters That Are Fun to Read

To read and think over

When Sally had been out of school for a week, she received these three letters. Which letter do you think is the most interesting? Why?

Dear Sally,

Last Saturday we had a pet show. I wish you could have seen it. We had big dogs and little dogs, old dogs and puppies, and a half-dozen cats. Jack brought his turtle. Jane brought her white mice. Sam's funny old black and white dog won a blue ribbon because he was the queerest dog at the show.

Mary

Dear Sally,

I am making a present for Jill. I will show it to you later.

Helen

Dear Sally,

We had a pet show. The goldfish are still alive. Sam takes care of them. We have some new books. I am making a big drawing of an airplane.

Jim

Talking together

1. Which letter tells enough about one topic to make it interesting?
2. Which letter does not tell enough about its one topic?
3. Which letter tells about several topics and not enough about each one?
4. Which letter do you think is the most interesting? Why?

Planning a letter together

Help your class choose someone to whom they should write a letter. These questions will help you:

1. Who has been absent from school for several days?
2. Has anyone who used to belong to the class moved away?
3. What has the class done that the principal of your school would like to know about?
4. Who else is interested in things that the class has been doing?

With the others in your class, choose a topic to write about in the letter. Choose something in which the class is interested and which will interest the person who will receive the letter.

This list of topics may help you and the others to decide what to write about:

1. A book that the class has made
2. Bulbs that have been planted
3. New work that is being done
4. A new game that the class plays
5. A story that has been enjoyed
6. A visit made to another class

Writing the letter

With your class, decide just what should be told about the topic that is chosen. Then help the class give sentences for the letter. When you think of something that has not been told before, put it into a sentence that your teacher can write on the board.

Improving the letter

After the letter is written on the blackboard, read it through. Answer for yourself these questions:

1. Does each sentence tell something interesting about the topic?
2. Is enough told about one topic to make the letter interesting?
3. Can the sentences be improved?
4. Does the letter say exactly what you think it should say?

If you think the letter can be improved, tell your teacher how to improve it.

The letter should be saved for the next lesson.

2. Copying the Class Letter

To read and think over

Look at the pattern for a letter on page 26 and read again on page 27 how to write a letter to make it look well. Find answers to these questions:

1. Where should the greeting be placed? Which line should begin farther to the right than the others? How wide a space should be left between the end of one sentence and the beginning of the next sentence? Where should the signature be placed?

2. At what different places should capital letters be used?
3. Where should a comma be used? Where should periods be used?

Writing the letter

On a clean sheet of paper, write the letter without looking at the copy on the blackboard.

When you have finished, check your copy with the letter on the blackboard to see whether you made a correct copy. Correct any mistakes you find. Then give your copy to your teacher.

The class should choose a copy that is neat and correct to send to the person to whom it was written.

3. Telling Enough in a Letter

To read and think over

Joe went to the city with his father. He looked up at so many tall buildings that his neck ached. They went to the top of a high building and looked over the city. They visited a large ocean liner. In two big stores Joe saw many interesting toys. By evening, he was tired out.

Think what else Joe might have told in this letter about his trip.

Dear Grandmother,
Dad and I went to the city. We saw tall buildings and a big boat.
Joe

Talking together

1. Could Joe have told more about his trip? What?
2. Should Joe have told more? Why?

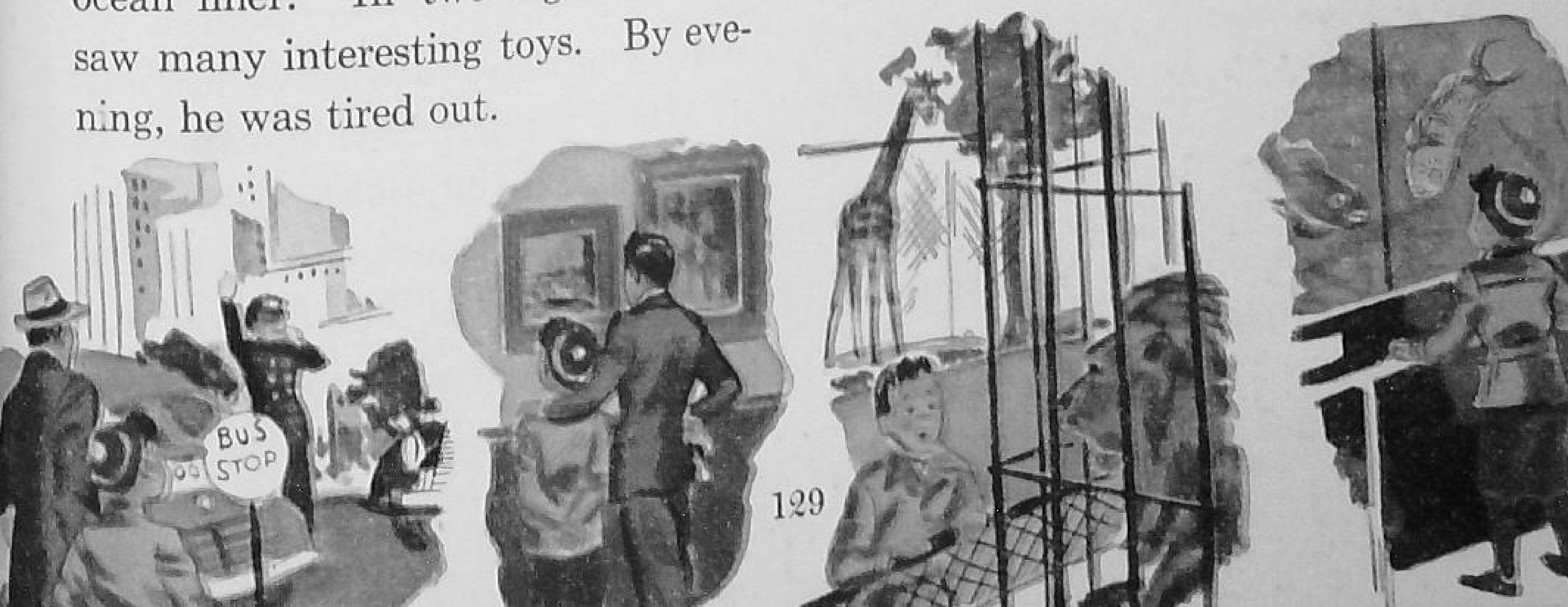
Improving a letter

At Sue's party the girls played games and ate ice cream. Here is a letter she wrote about the party:

Dear Grandfather,
Eight girls came to my party. They went home at five o'clock.
Sue

Copy Sue's letter. Put in it other things Sue might have told to make the letter more interesting.

If you are asked to do so, read your letter aloud. Help the class decide what Sue might have written.



4. Telling Things in a Good Order

To read and think over

In this letter things are not told in the order in which they happened. What changes need to be made?

Dear Aunt Polly,
Last Saturday I went to Sue's party. We played games for two hours. I got there at two o'clock. I was the last one to leave. Just before we left, Sue's mother gave us ice cream and cake.

Mary

Talking together

1. In what order should Mary have written the sentences in her letter? Which sentence should come first? Which sentence should come next?
2. Why should you tell things about a topic in the order in which they happened?

Improving a letter

Copy the following letter. Write the sentences in the right order.

Dear Mr. Day,
Last week six of us boys made some book shelves. Then Bill and John nailed the boards together. When the shelves were made, Jim and I painted them brown. First, Tom and Jack sawed the boards the right length.

Bob Fields

If you are asked to do so, read your letter aloud. The class may decide in what order the sentences should be written.

5. Using What You Have Learned

To read and do by yourself

Think of a person who would be glad to get a letter from you. Then think of a topic to write about. These questions will help you:

1. What interesting thing has happened at home?
2. What interesting thing are you doing at school?
3. What has happened to a friend of the person to whom you will write?
4. What funny thing have you seen happen lately?
5. What fun have you had at a movie or in reading a story?

Planning what to say

Think out what you will say about the topic you chose. Use the following rules in planning and writing your letter:

> **1. Keep to the topic that you chose.**
> **2. Tell enough about the topic to make your letter interesting.**
> **3. Tell things in the order in which they happened.**

Writing your letter

Now write your letter on a clean sheet of paper. Try to place the three parts correctly on the paper. Use capital letters and punctuation marks where you need them. Make the letter as neat as you can.

When you have finished writing, read the letter through to make sure that it is correct in every way. Correct any mistake you find. Then show your letter to your teacher if you wish.

If your teacher finds mistakes in your letter, correct them. Make a new copy if you need to. Then take your letter home and plan with someone how to send it to the person to whom you wrote it.

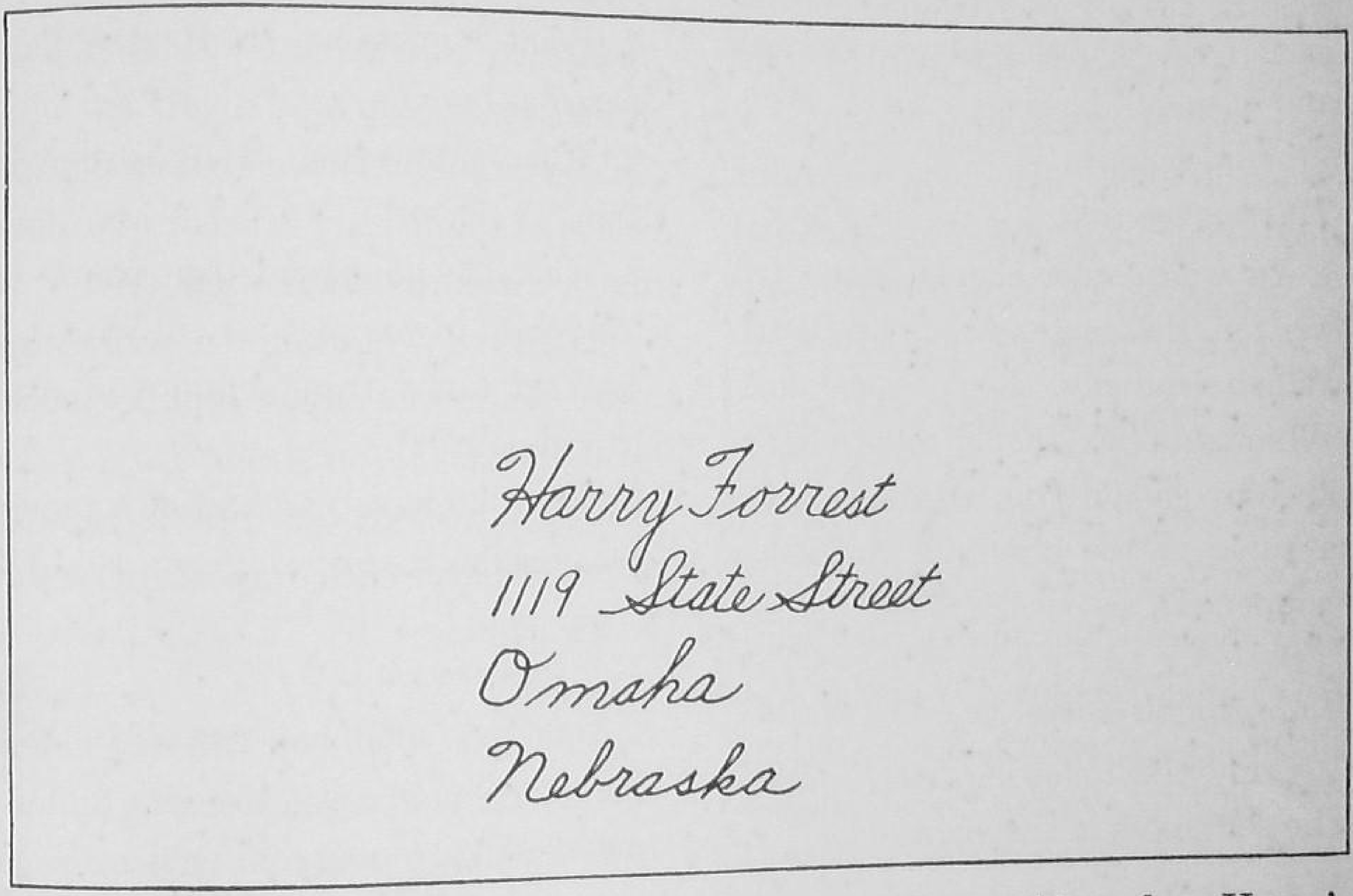
CHAPTER TWENTY

Capital Letters and Punctuation Marks

1. Letters for the Postman

To read and think over

Below is a picture of an envelope that Dick addressed.



What different things does Harry's address tell? Notice this about it:

1. None of the writing is crowded.
2. All the lines begin even with one another.
3. The name of the state is on a line by itself.

Talking together

1. What four things does the address tell? Why is each needed?
2. Where are capital letters used in the address?

Writing addresses

On three pieces of paper, each about the size of an envelope, write the three addresses given below:

1. Betty Carson. She lives at 821 Hall Street in Limon, Colorado.
2. Jack Harris. He lives at 1024 Elm Avenue in Ashland, Oregon.
3. Fred Lang. He lives on Rural Route Number 2 at Clinton, Missouri.

Show your paper to your teacher. Correct any mistakes that are found.

2. Writing Dates

To read to yourself

There is one day in February which boys and girls enjoy. It is Saint Valentine's Day, February 14. We say that the time or date when Saint Valentine's Day comes is *February fourteenth.*

The date of Lincoln's Birthday is February 12. We say it is *February twelfth.* The date of Washington's Birthday is February 22. We call it *February twenty-second.*

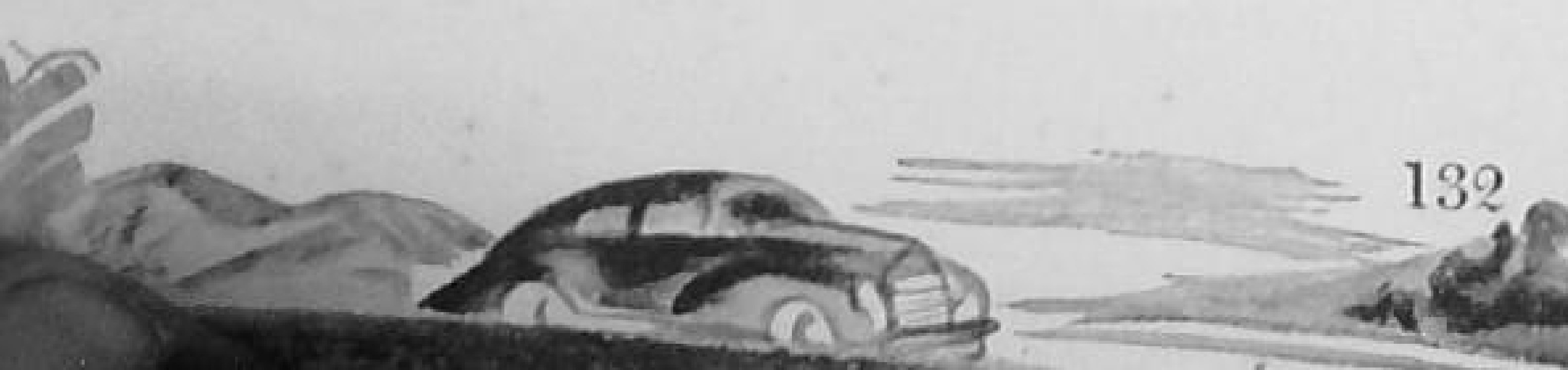
> **In reading a date, numbers such as 1, 3, 15, 24, should be called, *first, third, fifteenth, twenty-fourth.* February 12 should be read *February twelfth,* not February *twelve.* June 23 should be read June *twenty-third,* not June *twenty-three.***

Here is the way Dick, Tom, and Betty wrote the dates of their births:

1. Dick: December 10, 1933
2. Tom: January 16, 1934
3. Betty: March 4, 1934

In each date just above, notice where a capital letter is used. Notice, too, where a comma is used.

Often you will need to write the name of a special day or holiday, such as *Thanksgiving* or *Arbor Day.* In doing so, you should use a capital letter to begin each important word in the name.



Notice how each important word in the names of these special days begins:

1. New Year's Day
2. Christmas
3. Fourth of July
4. Thanksgiving
5. Halloween
6. Easter
7. Labor Day
8. Arbor Day
9. Washington's Birthday
10. Valentine's Day

Talking together

1. Where are capital letters used in writing the name of a special day or holiday? Which word in number 3 does not begin with a capital letter?
2. Where is a capital letter used in writing a date?
3. Where is a comma used in writing a date?

Take your turn in reading these dates aloud:

May 1, 1940	February 15, 1947
June 23, 1939	July 4, 1776
March 12, 1941	December 25, 1944

Writing names and dates

On a sheet of paper write the names of four special days. Choose any days you wish.

Write the date for each of these:

1. Your next birthday
2. Yesterday
3. Today
4. Tomorrow

Check your paper to make sure that you used capital letters and commas where they should be used.

3. New Things About a Letter

To read and think over

Find the five parts of this letter:

816 Fifth Street
Toledo, Ohio
February 16, 1941

Dear Frank,

How do you like your new school? What is your class doing? Miss Howe wonders if you will be marble champion there. We are beginning to play marbles here already. I think Joan Perry will win this year.

Sincerely yours,
Jim Nelson

The three lines in the upper right corner of Jim's letter are the **heading.**

> **In the heading a capital letter is used to begin:**
>
> **1. Each word in the name of a street.**
>
> **2. The name of a city.**
>
> **3. The name of a state.**
>
> **4. The name of a month.**
>
> **In the heading a comma is used:**
>
> **1. Between the name of a city and the name of a state.**
>
> **2. Between the number of a day and the number of a year.**

The closing is written on a line by itself. It begins near the middle of the line.

The first word in the closing begins with a capital letter. A comma is placed after the closing.

Talking together

1. Why is each line in the heading of a letter needed? Where is the heading placed?
2. For what reasons are capital letters used in the heading and the closing?
3. Where are commas used in the heading and in the closing?
4. Here are people to whom you might write a letter:

Your mother	Your uncle
A friend	Your teacher

A sister or brother

Which of these closings should you use in a letter to each of them?

Sincerely yours,	Lovingly,
Your loving pupil,	With love,

Copying a letter

Copy the following letter. Use your address and the present date in the heading. Choose a good closing.

Dear Polly,

Thank you for the book you sent me for my birthday. I think that the pictures are very good. The story is one of the best I have read. Mother likes it too.

Helen Parks

Read your copy through to make sure that you have used capital letters and punctuation marks correctly. If you find a mistake, correct it. Then give your paper to your teacher.

4. Using Words Correctly

To read and think over

Think which word should be used in each blank in these sentences.

Choose ANYTHING or NOTHING:

Haven't you seen _1_ of my dog?
I've seen _2_ of him. I haven't heard _3_ about him either.

Choose NO or ANY:

I haven't _4_ book. Is this mine?
There is _5_ book of yours here.
I haven't _6_ books that are yours.

Choose ANYWHERE or NOWHERE:

I can't find my sweater _7_. It is _8_ around the house.
Isn't it _9_ around school?

Choose NOBODY or ANYBODY:

Hasn't _10_ called for me?
_11_ has called today.
Hasn't _12_ come to the house?

Testing yourself

Number a paper from 1 through 12. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud.

5. Using What You Have Learned

To read and think over

Think why each capital letter and each punctuation mark that has a number above it is used in this letter:

118 [1]Oak [2]Street
[3]New [4]London[5], [6]Ohio
[7]February 17[8], 1941

[9]Dear Patty[10],

Last [11]Friday [12]Mr. and Mrs.[13] Black asked me to drive into the city with them. That was all right. But they also took along [14]Miss Porter and her dog [15]Barker. That was a mistake. Barker got lost!

I went up one street and down another, looking for him, but I couldn't find him. Then [16]I hired some boys to help look for him. [17]Late in the afternoon one of the boys, [18]Billy Wells, found Barker asleep in a meat store.

Last Friday, [19]Valentine's Day, was my birthday.[20] How would you like to spend your birthday looking for a lost dog?[21]

[22]With love[23],
Uncle Ben

Find a rule below that gives the reason for using each numbered capital letter and each punctuation mark in Uncle Ben's letter.

(a) Use a question mark after a question.

Use a capital letter to begin:
(b) The first word of a sentence.
(c) The abbreviation *Mr.* or *Mrs.*
(d) The name of a town or city.
(e) The name of a person.
(f) The name of a month.
(g) The name of a day.
(h) The word *I*.
(i) The name of a pet.
(j) The first word in the greeting of a letter.
(k) Each word in the name of a street.
(l) The name of a state.
(m) The name of a special day or holiday.
(n) The first word in the closing of a letter.

Use a period:
(o) After an abbreviation.
(p) At the end of a statement.

Use a comma:
(q) After the greeting in a letter.
(r) Between the number of a day and the number of a year.
(s) After the closing in a letter.
(t) Between the name of a town and the name of a state.

Writing a test

Number a paper from 1 through 23. These numbers stand for the capital letters and punctuation marks that are numbered in the letter on page 135.

After each number, write the letter of the rule which explains why that capital letter or punctuation mark was used.

Checking your paper

In turn with others, help read aloud the pairs of numbers and letters. As each pair is read, the class should decide whether it is correct.

CHAPTER TWENTY-ONE

Using Words Correctly

1. Using *Eat, Ate,* and *Eaten*

To read and think over

The words *ate* and *eaten* are used when we tell or ask about something that has already happened. *Eaten* is used with a helping word such as *has, have,* or *had.* *Ate* is never used with a helping word.

It is correct to say:

1. Tom *ate* his dinner. I *ate* mine.
2. Sam *has eaten* apples today.
3. *Have* you ever *eaten* apple pie?

In talking about something that *has already happened,* do not use *eat* for *ate* or *eaten.* Remember, too, that *et* is never correct.

Talking together

Help your class decide which word, *eat, ate,* or *eaten,* should be used in each blank in these sentences:

1. Jack has . . . his lunch.
2. Dick . . . two eggs.
3. Mary . . . some cake.
4. Sam has . . . three cookies.
5. The baby . . . some of my candy. Who has . . . the rest of it?
6. The boys and girls . . . ice cream at the party. After each of them had . . . one dishful, some of the boys . . . more.

A game to play

THE ANIMAL PICNIC

The boy or girl chosen to be *It* says, "The animals had a picnic," or "The animals have had a picnic." Then he asks a question like one of those below, and chooses a player to give an answer to it.

1. Who ate hay?
2. Who ate corn?
3. Who ate nuts?
4. Who ate cabbage?
5. Who ate cheese?
6. Who ate fish?

Each player called upon must answer in a sentence, using *ate* or *eaten*. If the question asked is "Who ate hay?" or "Who has eaten hay?" the player should say, "The horse (or cow) ate hay," or "The horse (or cow) has eaten hay."

If anyone gives a wrong answer, or if he uses *eat* or *et* for *ate* or *eaten*, the other players should say, "Try again."

After the one who is *It* has asked six questions, he should choose someone to take his place.

Testing yourself

Think which word, *eat, ate,* or *eaten*, should be used in each blank in the following letter:

416 Elm Street
Toledo, Ohio
February 20, 1941

Dear Aunt Mary,

Have you ever _1_ any of Mother's white cookies? Yesterday I _2_ six of them. One of the boys who plays with me _3_ more than I did. I thought he had _4_ so many that he would be sick. If you haven't _5_ them, I will send you some. They are the best cookies I ever _6_.

With love,
Sally

Copy Sally's letter. Write the right word in each blank.

Check your paper as your teacher tells you which word belongs in each blank. If you made a mistake, read again on page 136 how *ate* and *eaten* should be used.

2. Using *Give, Gave,* and *Given*

To read and think over

> The words *gave* and *given* are used when we tell about something that *has already happened. Given* is used with a helping word such as *has, have,* or *had. Gave* is never used with a helping word.

It is correct to say:

1. Daddy *gave* me some money.
2. Jack *has given* away his dog.
3. What *have* you *given* away?
4. I *gave* away my old sled.

> In talking about something that *has already happened,* do not use *give* or *gives* for *gave.* Do not say, "Tom *give* me his old skates." Say, "Tom *gave* me his old skates."

Working together

Help your class decide which word, *gave* or *given*, should be used in each blank in these sentences:

1. My brother . . . me his kite. He has . . . me other toys.
2. Mary . . . Helen a pencil box.
3. I . . . Dick some candy. He had . . . me some last week.
4. Who . . . you the new skates? My cousin . . . them to me.
5. What have the boys . . . you? They have . . . me books and games.

A game to play

PASSING THE BALL

One player is chosen to be *It.* He stands with his back to the others. Five of the other players pass the ball from one to another until they think the person who is *It* does not know where it is.

When the players say, "*Ready!*" the one who is *It* turns around and asks questions to find out who has the ball. While he asks questions, the player who has the ball tries to pass it on quietly to another player. Anyone caught with the ball must be *It*.

When Miss Howe's class played the game, Dick was *It*. This is what was said:

ONE PLAYER: Ready!
DICK: Sam, have you the ball?
SAM: I gave it to Bob.
DICK: Bob, have you the ball?
BOB: I gave it to Lucy.
DICK: Lucy, have you the ball?
LUCY: Yes, I have it.
DICK: You are *It*, Lucy.

Any player who uses *give* for *gave* should be told to try again.

Writing correct words

Copy this letter. Use the right word, *give*, *gave*, or *given*, in each blank space. Use your address and the date of today for the heading.

Dear Bill,
Thanks for the book you __1__ me for my birthday. Mother __2__ me a coat. Daddy __3__ me a kite. I hoped he would __4__ me a wagon. He has __5__ me one before. Mother has __6__ me clothes before.

Sincerely yours,
Bob

Check your paper as your teacher tells you what word should be used in each blank. If you made a mistake, read on page 138 how to use *give*, *gave*, and *given*. Correct each mistake.

3. Using What You Have Learned

To read and do by yourself

Copy this letter. Use the right word in each blank. Place the letter correctly on your paper. Use your address and the present date for a heading. Choose a closing. Write it and then sign your own name.

Dear Uncle John,
Thanks for the box of candy you __1__ (give, gave) me. I __2__ (eat, ate) some of it and __3__ (give, gave) the rest to the family. After Mother had __4__ (eat, ate, eaten) the first piece I __5__ (give, gave) her, she said it was the best candy she ever __6__ (eat, ate, eaten). Dad said he was glad you had __7__ (give, gave, given) it to me. All the candy has been __8__ (eat, ate, eaten) now. I am glad it was __9__ (give, gave, given) to me.

Checking your letter

Check your letter as your teacher tells you what word should be used in each blank. If you made mistakes, study how to use each word which you used incorrectly. Follow the directions on pages 136 and 138.

Correct your mistakes. Make another copy if you need to.

4. Using More Exact Words

To read and think about

Read this story. When you come to a numbered word (or words) find the list of words that has the same number. Choose from the list a word (or words) that will fit the story and give a more exact meaning than the word in italics.

DOCTOR BARNS

One day the windows and doors of the schoolroom were open. A light wind was blowing. While Betty was (1) *doing* a picture with her crayons, a (2) *lot* of wind came and (3) *got* dust into her eyes.

As you can see from the picture, help was near by. Doctor James Barns was only (4) *a few* years old, but he was (5) *nice* in time of trouble. He looked at Betty's eye and (6) *said to* her not to rub it. Then he took Betty by the hand and (7) *got* her quickly to Miss Allen for first-aid. Just (8) *a few* minutes later Betty was happy again and so was Dr. Barns.

Copying the story

Copy the story and put in the words you chose to take the places of the words in italics.

1.	2.	3.
cutting	load	pushed
coloring	pile	put
choosing	heap	blew
pasting	puff	pumped

4.	5.	6.
some	funny	guessed
about five	helpful	teased
sixteen	mean	advised
a dozen	sour	answered

7.	8.
lifted	some
led	several
rolled	five
dragged	many

Talking together

As someone chosen by the class reads his copy of the story aloud, find out whether you chose the same word for each number. Help the class decide which word should be chosen for each place.

To do by yourself

For each word under A find a word under B that sometimes means about the same thing. Write in pairs the words that go together.

A		B	
puff	answered	pulled	twelve
a dozen	about	gust	replied
heap	color	several	nearly
some	dragged	paint	pile

Checking your work

Give your paper to someone to check your pairs of words while you check his. If you have some pairs different, find out which are correct.

Lam

YOUNG DOCTOR BARNS

Thinking about the picture

What do you think has happened? What is the young doctor doing? What do you think he will tell Betty to do? What should she do?

5. Testing Yourself

To read and think over

Think which word should be used in each blank in these sentences:

At the zoo I __1__ (give, gave) an elephant some peanuts. He __2__ (eat, ate) them, shells and all.

The elephant __3__ (eat, ate) hay too. The keeper __4__ (give, gave) it to him.

Jim had some crackers. After he had __5__ (eat, ate, eaten) some of them, he __6__ (give, gave) the rest to a monkey.

I watched a tiger. After the keeper had __7__ (give, gave, given) him some raw meat, the tiger growled. Then he __8__ (eat, ate) the meat.

The keeper __9__ (give, gave) the polar bears some meat too. They __10__ (eat, ate) it quickly. After they had __11__ (eat, ate, eaten) it, and after the keeper had __12__ (give, gave, given) them some water, we went to the bird cage.

There we watched a man who __13__ (give, gave) the birds some seeds. After the birds had __14__ (eat, ate, eaten) the seeds, the man __15__ (give, gave) them water. It was fun to watch them drink the water he had __16__ (give, gave, given) them.

After the animals __17__ (eat, ate) the food, the keeper had __18__ (give, gave, given) them, we left the zoo.

One afternoon Mother __19__ (went, gone) to town and left me to take care of my little sister Jane. After Mother had __20__ (went, gone), Joe Barr __21__ (came, come) over to play with us.

Joe said he was an Indian. He __22__ (went, gone) out to the orchard. He said he would come back and capture us.

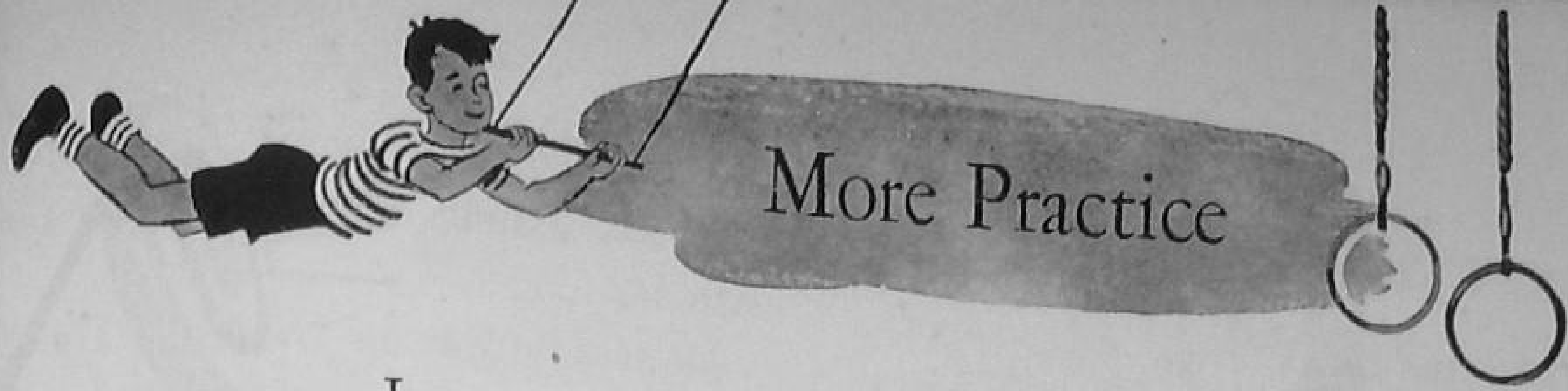
After he had __23__ (went, gone), Jane and I __24__ (run, ran) under the porch to hide. Soon Joe __25__ (come, came) creeping back. Then he __26__ (give, gave) a shout and __27__ (run, ran) toward the house. When Jane __28__ (saw, seen) him coming, she crawled out and __29__ (run, ran) away. Joe __30__ (come, came) and captured me. Then we __31__ (went, gone) to look for Jane. While we __32__ (was, were) looking everywhere, Mother __33__ (came, come) back, bringing Jane with her. Jane had __34__ (ran, run) out into the road.

Writing and correcting words

Number a paper from 1 through 34. After each number, write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads aloud the correct word for each number.

If you make any mistake in using *ate* or *eaten*, read again on page 136 how to use those words correctly. For mistakes with *give, gave,* or *given* study page 138. Correct your mistakes. Then do the exercises on page 144.



More Practice

I

To read and think about

Notice where capital letters are used in this letter:

May 10, 1944

Dear Uncle Jack,

We had a good time on the farm. I like your old horse Billy. It was fun to ride on him. Tell Aunt Mary I am coming out to see her again and help her gather the eggs.

Your loving nephew,
Peter

Decide why each of these words begins with a capital letter:

May	Uncle Jack
Dear	Aunt Mary
We	Tell
Billy	Your
It	Peter

What word is always written as a capital letter?

Find three commas in the letter. What does the first comma separate? After what part of the letter is the next comma used? After which part of the letter is the last comma used?

Making a copy of the letter

Turn to page 27 and study again the rules given for spacing a letter. Then see if you can make a neat and correct copy of Peter's letter.

Next, turn to page 131 and read how to write an address correctly. Then, on slips of paper the size of an envelope, about four inches wide and six inches long, practice writing these addresses. Show how to space them and where to use capital letters.

Mr. Henry Crane
Hill Farm
Madison
Wisconsin

Mrs. R. W. Stanton
Green Valley
Washington

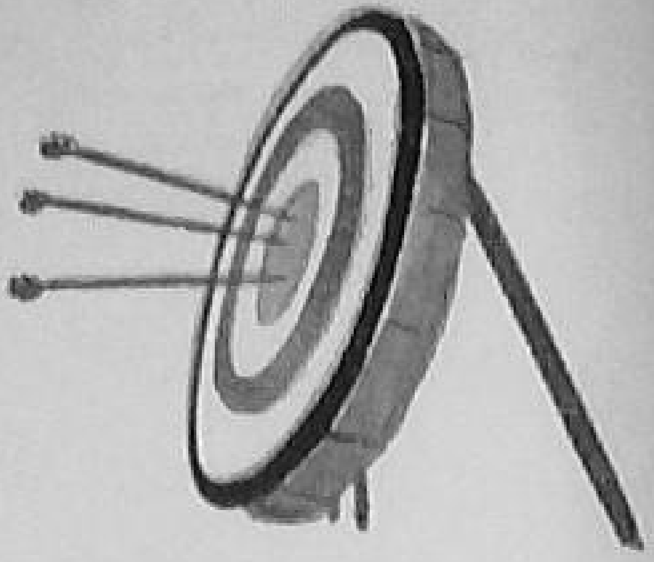
Miss Jane Hutchins
49 Beacon Street
Boston
Massachusetts

Mr. Paul W. Bell
1634 Benton Avenue
Springfield
Ohio

Checking your paper

Check your letter and addresses by the ones given. Make sure that you have used capital letters and marks of punctuation where they are needed.

More Practice



II

To read and think about

Think of the right word for each blank in these sentences.

JACK: Once I watched a mother bird feeding a young bird. She ___1___ (give, gave) it a worm. After it had ___2___ (ate, eaten) the worm, it cried for more.

DICK: Have you ever ___3___ (give, gave, given) a winter bird any food? Last week I ___4___ (give, gave) a robin some bread crumbs. After it had ___5___ (eat, ate, eaten) them, it flew away.

MARY: I ___6___ (give, gave) a squirrel some nuts. He ___7___ (eat, ate) all that I ___8___ (gave, give) him.

BETTY: After we have ___9___ (give, gave, given) our fish some food, they swim to the top for it. After they have ___10___ (eat, ate, eaten) it they hide among the rocks.

TOM: I own a pony. This morning I ___11___ (give, gave) him some oats. He ___12___ (eat, ate) the oats while I was there. Father had ___13___ (give, gave, given) him some hay before. He had ___14___ (eat, ate, eaten) most of it.

Writing the words

Number a paper from 1 through 14. After each number write the word that you chose for the blank of the same number.

Checking your words

Find the sentences that have the words *have*, *has*, or *had* in them. Did you choose *given* or *eaten* for each of the blanks in those sentences?

Did you choose either *gave* or *ate* for each sentence in which there was no helping word?

Writing sentences and checking them

Decide which of these pairs of words are correct. Then use them in sentences of your own.

have eaten	ate yesterday
have ate	et yesterday
had give	gave yesterday
had given	give yesterday

Read your sentences. Were you careful to use *eaten* or *given* in those that had helping words? Did you use *ate* and *gave* in the other sentences?

If you made any mistakes, correct them.

UNIT EIGHT

More Reports

CHAPTER TWENTY-TWO

Book Reports

1. Things to Tell About Books

To read and think over

The boys and girls in Miss Howe's class were talking about books they had read. Find out what they said about those books.

"I have just read a book called *Chinky, the Banker Pony*," said Jim. "It tells about a wild pony that was trained by some boys and girls. He earned money for them. I liked the story."

"I read *Olle's Ski Trip*," said Joan. "It's a good book too."

"What's it about?" asked Sam.

"It tells about a Swedish boy and what he saw on a trip into the woods," replied Joan. "It's an interesting story. I got it in the school library."

"I found a book in the public library called *I Live in a City*," said Peter. "It's a book of poems."

"Are they fun to read?" asked Joe.

"Yes, they are," replied Peter. "They tell about the fun that a boy had playing in a city. He liked to go up and down in an elevator."

Talking together

1. What different things did the boys and girls tell about the books that they had read?
2. What questions were asked?
3. What things do you like to have another person tell you about a book that you have not read?
4. What different things should you tell about a book that you have read?

Making a record

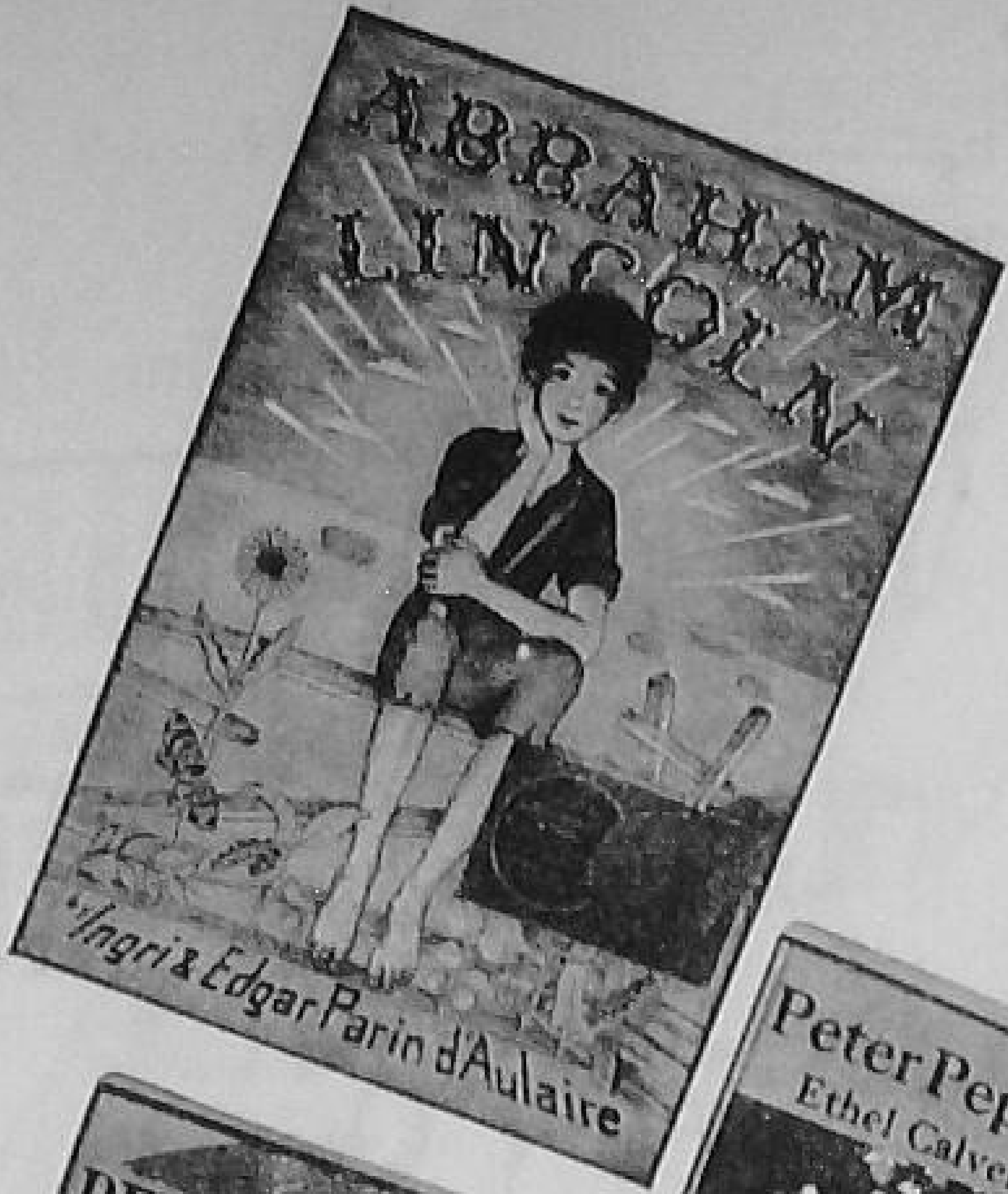
Help your class make a list of things to tell in giving a report about a book.

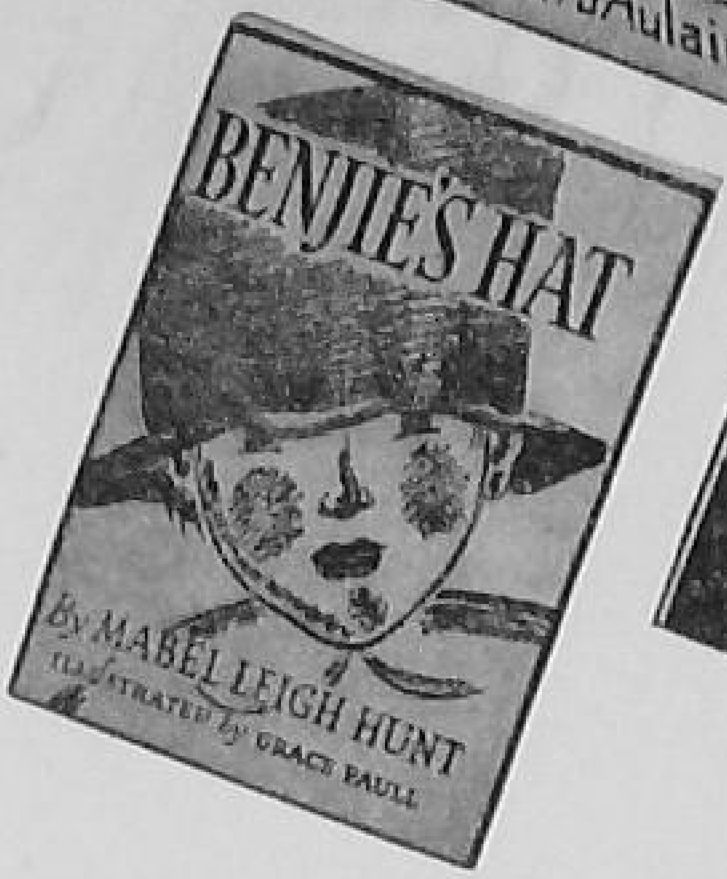
When you are asked to do your part, tell just one thing. Let your class and your teacher decide whether it should be put into the list on the blackboard.

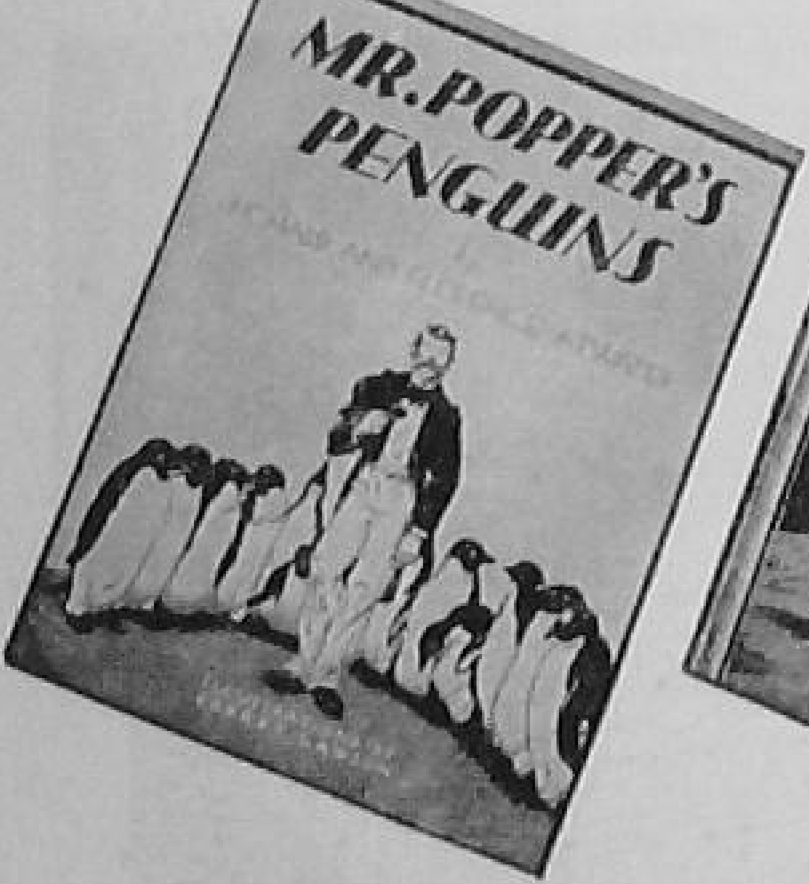
Copying a record

Write this title near the top and center of a sheet of paper: *What to Tell About a Book.* Under the title copy the list that is on the blackboard. Use capital letters and periods where you see them.

The class should choose a copy that is neat and correct for the bulletin board.







2. Planning a Book Report

To read and do by yourself

Do these things to plan a report about a book that you have read:

First, choose a book that you have enjoyed. Pictures of books on this page may help you. This list may help you too:

1. *Winnie-the-Pooh*
2. *Little Magic Painter*
3. *Spunky*
4. *Wee Ann*
5. *Babar, the Elephant*

Second, think of things to tell about your book. Use the record made in the last lesson and the following questions to help you:

1. What is the title of the book?
2. What is the book about?
3. What is the most interesting thing in the book?
4. How well do you like the book? Can you tell why?
5. Where can others get the book?

Third, think out sentences that tell what you have to say about the book. Decide in what order you will give the sentences.

Fourth, if you wish, write your sentences on paper. Keep them apart.

Fifth, plan to have your book at school for the next lesson.

3. Giving a Book Report

Talking about a book

When your turn comes to give your report, do these things:

1. Speak clearly and use a pleasant voice. Try to keep your sentences apart.
2. If you have your book with you, show it to the class. Later, the boys and girls may wish to take turns looking at some of the pictures.
3. If you wish, read aloud one short part of the book which you think is the most interesting.
4. Answer questions which the boys and girls may ask about the book.

Listen to all the other reports so that you can decide which of the books you may wish to read. After each report is finished, ask any questions about the book that you wish to have answered.

Talking together

After someone, chosen by the class, reads aloud the class record on what to tell about books, help the class answer these questions:

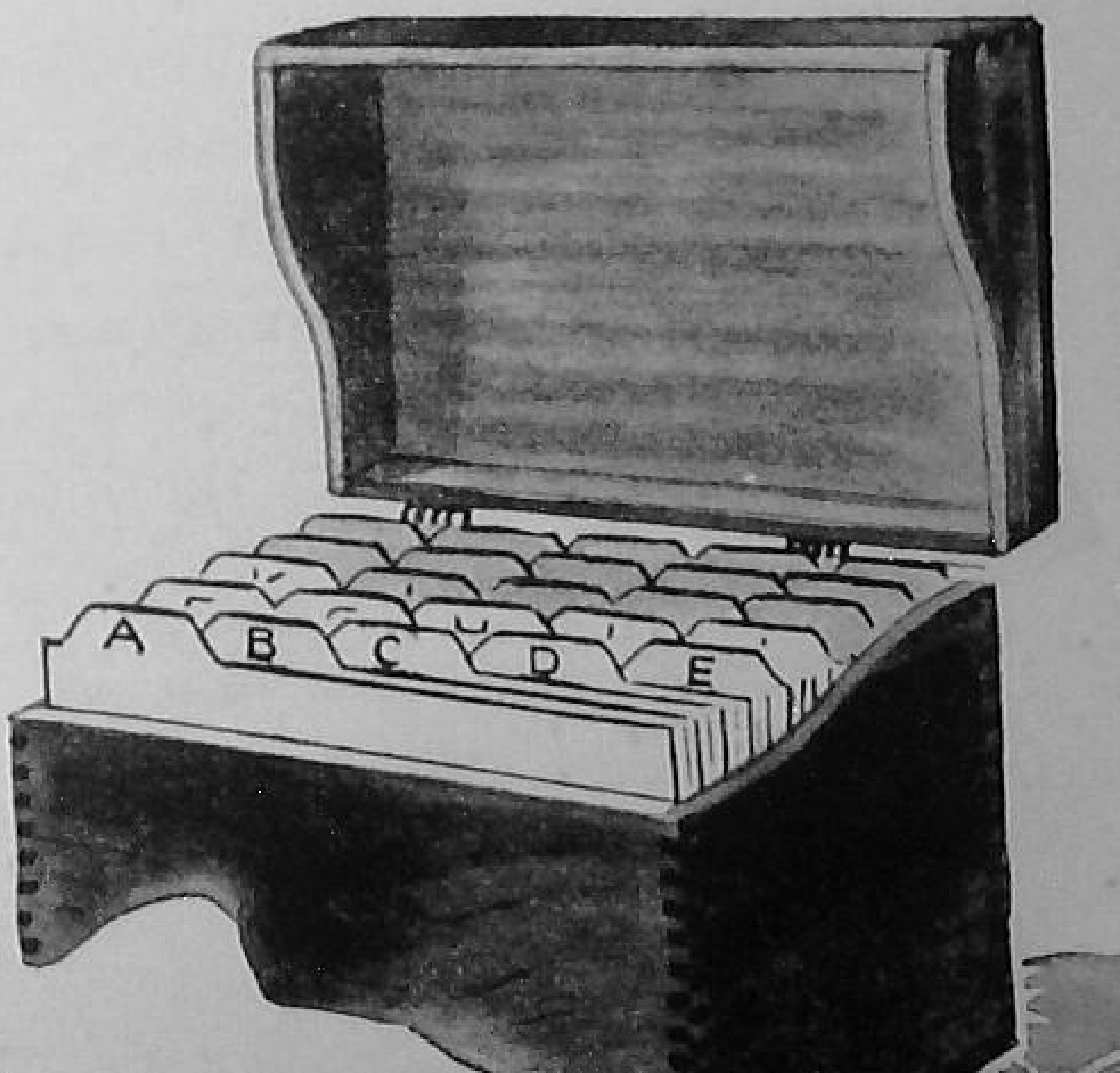
1. Should anything be added to the record? Should anything be taken from it?
2. How can the class improve in giving book reports?

4. Planning to Use Reports

To read and think over

Miss Howe's class decided to keep a file of their written book reports.

First, they got a box and some white cards that are four inches wide and six inches long. This picture shows how the cards are filed (kept) in the box.



Second, as soon as each boy and girl finished reading a book, he wrote a report of it on one of the white cards. Here are two reports:

> Dutch Twins, The
>
> This story tells about the fun the twins had. They are always in mischief. The book is at the public library.
>
> Billy Owens
>
> February 26, 1941

Decide for yourself whether Billy and Lucile followed these directions in writing their reports:

> **1. Write the title of the book in the upper left-hand corner of the card and draw a line under it. Begin with the second word of the title, if the first word is *the*, *a*, or *an*. Put a comma and *the*, *a*, or *an* after the rest of the title.**

Notice how the title "The Dutch Twins" is written on the card.

> **2. Write the report neatly and correctly.**
> **3. Put your name in the lower right-hand corner.**
> **4. Write the date in the lower left-hand corner.**

> Augustus and the River
>
> This is an exciting story. Augustus lives on a raft. He has a brother and a sister.
>
> Lucile Clark
>
> February 27, 1941

In filing his card in the box, Billy put it behind the card marked D and in front of the card marked E. He did this because the D was the first letter in the title he wrote.

Lucile put her card behind A and in front of B because A is the first letter of the title that she wrote.

When someone in the class sees or hears of a book that he thinks he might like to read, he uses the file of book reports. There he finds out whether anyone else in the class has read it and, if so, whether he liked it.

Talking together

1. Which of the two book reports do you think was the better one? Why? Did either Billy or Lucile leave out things you would like to know about the books they read? If so, what?
2. Where on the card did each person write the title of his book? Where did he write the date? His name?

3. How should these titles be written on a card: *The Lost Dog; An Old Elephant*?

4. In a file like the one Miss Howe's class has, where in the box would you place a report on each of these books?

Peggy's Playhouses
The Little Wise One
A Scotch Circus
Gay Madelon

5. Can your class make a file for book reports as Miss Howe's class did? Can they keep a file without having a box and cards like those used by Miss Howe's class? How?

6. How would you use a file of book reports?

Making a list of books

Write a list of the titles of books you have enjoyed. Save your paper. You will need it for the next lesson.

5. Using What You Have Learned

To read and do by yourself

Choose one of the books from the list that you made in your last lesson.

Decide what you will say in your report of the book. These questions may help you:

1. What is the title of the book?
2. What is the book about?
3. Do you like it? Why?
4. What is the most interesting thing in the book?
5. Where can anyone get the book?

Think of sentences which tell the things you decided to say about the book.

Writing your report

Write your report on a sheet of paper.

> **1. Place the different parts of it as they are placed in the reports on page 148.**
> **2. Begin the first word and each important word in the title with a capital letter. Do not begin a little word, such as *at, the, to, on, in, a, an, from, with,* or *for,* with a capital letter unless it comes first.**
> **3. Under the title, write your report. Indent the first word of the first sentence.**

When your report is as nearly correct as you can make it, show it to your teacher. Correct any mistakes that are found.

Using your report

If your class has a box and the cards with which they can make a file for book reports, copy your report and put it in the right place in the box.

If the class has chosen to use papers instead of cards for a file, decide whether your paper is neat. If it is not. make a new copy for the file.

CHAPTER TWENTY-THREE

Using Good Sentences in Reports

1. Keeping Sentences Apart

To read and do by yourself

Here is a picture of a house that Jack made out of a chalk-box. Can you tell what kind of house it is?

Think how you would tell these five things about the house that Jack built:

(1) What kind of house Jack built; (2) what he did so that birds could get into it; (3) how he made a landing place for birds; (4) what color he painted the house; (5) whether a bird used the house.

Working together

When your turn comes, tell what you decided to say about Jack's bird-house. When you have finished your report, ask the class to tell you whether you separated your sentences correctly. If you did not, find out where you made your mistakes and correct them.

Writing sentences

Bob used the end of a box and a stick to make a face for a game. On the end of the box he painted the face. He used a stick to make a long nose. The picture shows how Bob and Jim used the face in playing the game.

Think how you would tell these things about the face that Bob made:

(1) What Bob made; (2) what he used; (3) what he painted on the end of the box; (4) what he did with the stick; (5) how Bob and his friends use the face in playing the game.

Write sentences that tell the five things you were asked to tell about what Bob made.

Correcting your paper

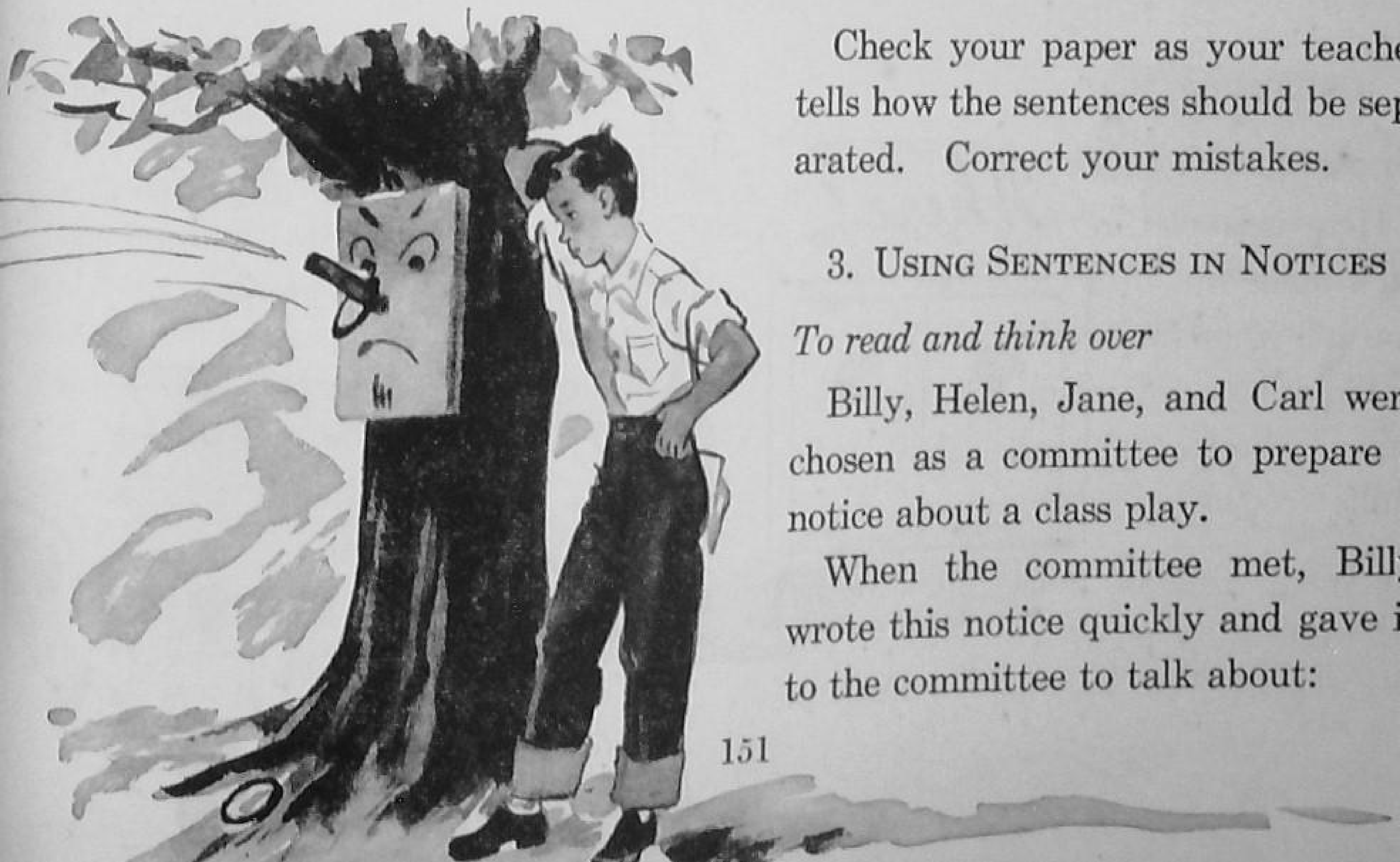
Read through your sentences to make sure that you used a capital letter at the beginning and a period at the end of each sentence. If you made any mistakes, correct them. Then show your paper to your teacher.

2. Separating Sentences

To read and think over

In this book report, Joan ran sentences together. Think how you would separate those sentences.

The Magic Clothes-Pins is an interesting story it tells about a boy named Kim and his dog named Toughey. When Kim was sick in bed, he played soldiers with clothes-pins and the rest of the family played with him and they all had a good time and I got the book in the school library.



Talking together

1. Where should Joan have put in capital letters and periods to keep apart the sentences that she ran together?
2. What words should Joan have left out between sentences?

Improving a book report

Copy this book report. Separate sentences that are run together.

The Swiss Twins is a good book and it is a story about a boy and a girl who herded goats. Once when they were on a mountain some rocks fell on the road the twins had a hard time getting the goats home.

Check your paper as your teacher tells how the sentences should be separated. Correct your mistakes.

3. Using Sentences in Notices

To read and think over

Billy, Helen, Jane, and Carl were chosen as a committee to prepare a notice about a class play.

When the committee met, Billy wrote this notice quickly and gave it to the committee to talk about:

We are giving an Indian play in the Main Hall. We want everybody to come.

Do you think Billy's notice was a good one? Why?

The committee thought Billy's notice didn't tell enough. They decided that a notice should do these five things:

1. Tell *what* is going to happen.
2. Tell *who* is going to do it.
3. Tell *where* it will happen.
4. Tell *when* it will happen.
5. Invite others to come.

Then Helen, with the help of the others, wrote this notice:

On Friday afternoon Miss Howe's class will give an Indian play in the Main Hall. It will be at two o'clock. We shall be glad to have anyone come who would like to.

Talking together

1. What things did Billy tell in his notice? What did Helen tell?
2. Was Helen's notice better than Billy's? Why?
3. What things did Billy forget to tell in his notice?

Writing a notice together

Suppose that your class were going to give an exhibit of reports that they have written. Whom might they invite? Where and when might the exhibit be held?

Decide with the others in your class what should be said in a notice about the exhibit. Then, as your teacher writes on the board, help the class tell her what to say.

When the notice is written, find out whether it does the five things that the committee decided a notice should do.

If you think the notice can be improved, tell the class how to make it better.

Copying the notice

When the notice is correct, copy it on a sheet of paper. Use punctuation marks and capital letters where you see them.

The class should choose a paper that is neat and correct for the bulletin board.

4. Using Words Correctly

To read and think over

Think which word should be used in each blank in these sentences:

Mother __1__ (give, gave) a stray cat some breakfast. After it had __2__ (eat, ate, eaten) the food, it washed its face.

Have you ever __3__ (give, gave, given) food to a stray pet? Last week I __4__ (give, gave) a dog some food. After it had __5__ (eat, ate, eaten) a big meal, it wanted to play.

I __6__ (give, gave) an apple to our old horse, Jim. He __7__ (eat, ate) all of it. I should have __8__ (give, gave, given) him more, I suppose.

Last winter we __9__ (give, gave, given) food to the birds around our house. I'm sure they always felt happier after they had __10__ (eat, ate, eaten) it.

My dog __11__ (eat, ate), a raw egg and some cereal this morning. After I had __12__ (give, gave, given) him those things he __13__ (eat, ate) a little raw meat. I __14__ (eat, ate) my breakfast at the same time.

Jim's pony __15__ (eat, ate) corn and hay this morning. He has __16__ (eat, ate, eaten) them often.

Has anyone __17__ (give, gave, given) the horned toad his food today?

Sue __18__ (give, gave) it to him this morning before school.

Has he __19__ (eat, ate, eaten) it?

He __20__ (eat, ate) it right away.

Writing the correct words

Number a paper from 1 through 20. After each number, write the word which should be used in the blank that has the same number.

Checking your paper

Check your list of words as your teacher reads the correct words aloud. If you made a mistake, read again on pages 136 and 138 how to use the test words. Then correct each mistake.

5. Using What You Have Learned

To read and do by yourself

Suppose that your class were giving a party for your parents next Friday at three o'clock in your classroom.

Decide for yourself what things should be said in a notice about the party. Then think of sentences that tell those things.

Now write the notice on a sheet of paper. Keep the sentences apart.

Correcting your paper

Use these questions to help you correct your notice:

1. Did you tell *what* is going to happen? Did you tell *who* is going to give the party?
2. Did you tell *when* and *where* the party is to be?
3. Did you invite people to come to the party?
4. Does each group of words that is written like a sentence tell something? Is it a sentence?
5. Did you separate your sentences correctly?
6. Where did you use punctuation marks and capital letters?

Working together

If you are asked to do so, read your notice aloud. If mistakes are found in it, correct them.

CHAPTER TWENTY-FOUR

Speaking Clearly and Correctly in Reports

1. Pronouncing Words

To read and do by yourself

Say the following poem softly to yourself. Pronounce the words correctly. Watch out for words that end in *ing*.

At the door on summer *evenings*
Sat the little Hiawatha;
Heard the *whispering* of the pine trees,
Heard the *lapping* of the waters,
Sounds of music, words of wonder;
. . . .

Saw the firefly, Wah-wah-taysee,
Flitting through the dusk of *evening*,
With the twinkle of its candle
Lighting up the brakes and bushes;
And he sang the song of children,
Sang the song Nokomis taught him:

"Wah-wah-taysee, little firefly,
Little, *flitting*, white-fire insect,
Little, *dancing*, white-fire creature,
Light me with your little candle,
Ere upon my bed I lay me,
Ere in sleep I close my eyelids!"

Saw the moon rise from the water,
Rippling, rounding from the water,
Saw the flecks and shadows on it,
Whispered, "What is that, Nokomis?"

Say these sentences softly to yourself. Sound *wh* correctly.

1. Watch the *wheels whirl.*
2. The dog *whimpered* and *whined.*
3. *Whales* live *where* water is deep.
4. *Whoa*, old *Whitey*! *Whoa!*
5. *Why* do you *whisper*? *Why* don't you speak louder?
6. *When* will you go *where* Mother is?
7. The dwarf with *whiskers whistled while* he worked.

8. *Which wheel* on Bob's wagon was broken *when* he ran into the tree?

Working together

Take your turn reading aloud part of the poem and some of the seven sentences. Make sure that you sound *ing* and *wh* correctly.

Think of one or more words to use in each blank in these sentences. Then take your turn in reading some of the questions aloud. Be careful to pronounce *you* as *you* and not as *chew* or *cha*.

1. Don't *you* like to ___?
2. Can't *you* go ___?
3. Won't *you* ___?
4. Didn't *you* visit ___?
5. Haven't *you* seen ___?
6. Weren't *you* at the ___?
7. Would *you* go with me to ___?

2. Pronouncing Endings of Words

To read and do by yourself

You know that some boys and girls do not sound *d* or *t* at the end of a word. They say *kep'* instead of *kept*, and *hol'* instead of *hold*.

Many boys and girls do not sound *ow* correctly at the end of a word. They say *yella'* instead of *yellow* and *fella'* instead of *fellow*.

Be sure to sound *d*, *t*, or *ow* at the end of a word.

Say each of these words softly to yourself:

hold	band	cold	sand	sound
round	hand	find	lend	found
pound	wind	mend	kind	mind
and	sold	grand	bend	end
slept	fast	crept	next	best
rest	kept	last	roast	just
won't	don't	post	least	must
pillow	yellow	window	follow	

A game to play

RHYMING WORDS

The one chosen to start this game thinks of one of the words above and says, "I am thinking of a word that ends in ___."

Your tongue, your lips, and your teeth help you to pronounce words.

Then the players try to guess the word. If the leader says that the word ends in *ow*, a player may say, "Is it *pillow*?" (or some other word that ends in *ow*). If the leader says that the word ends in *t*, a player may say, "Is it *last*?" (or some other word that ends in *t*). Whoever guesses the word that the leader thought of has the next turn to tell about a word.

If anyone in the game does not sound *d*, *t*, or *ow* at the end of a word, the class should ask him to try pronouncing the word again.

Reading aloud

Take your turn reading one of these reports aloud. Then find out from the class whether you sounded each *d*, *t*, or *ow* used as an ending.

MY NEW PET

I *found* a dog *last* night. Something made him *follow* me home. He is white *and yellow*. He is *just* a little *fellow*. He is not very *old and* fat. I put a *pillow* in a *willow basket* for him. He *crept* in and *slept* all night. He *kept* very quiet.

A GOOD DINNER

I had a good dinner *last* night. I had *roast* beef *and* potatoes *and* lettuce. There was *cold* milk to drink *and a round yellow* cake to eat too. I *must* have eaten at *least* a *pound* of it!

3. The Letters *a, e, i, o, u*

To read and think over

The letters *a*, *e*, *i*, *o*, and *u* are called vowels.

Find the vowel in each of these words. Then say each word softly. Listen to the sound of the vowel.

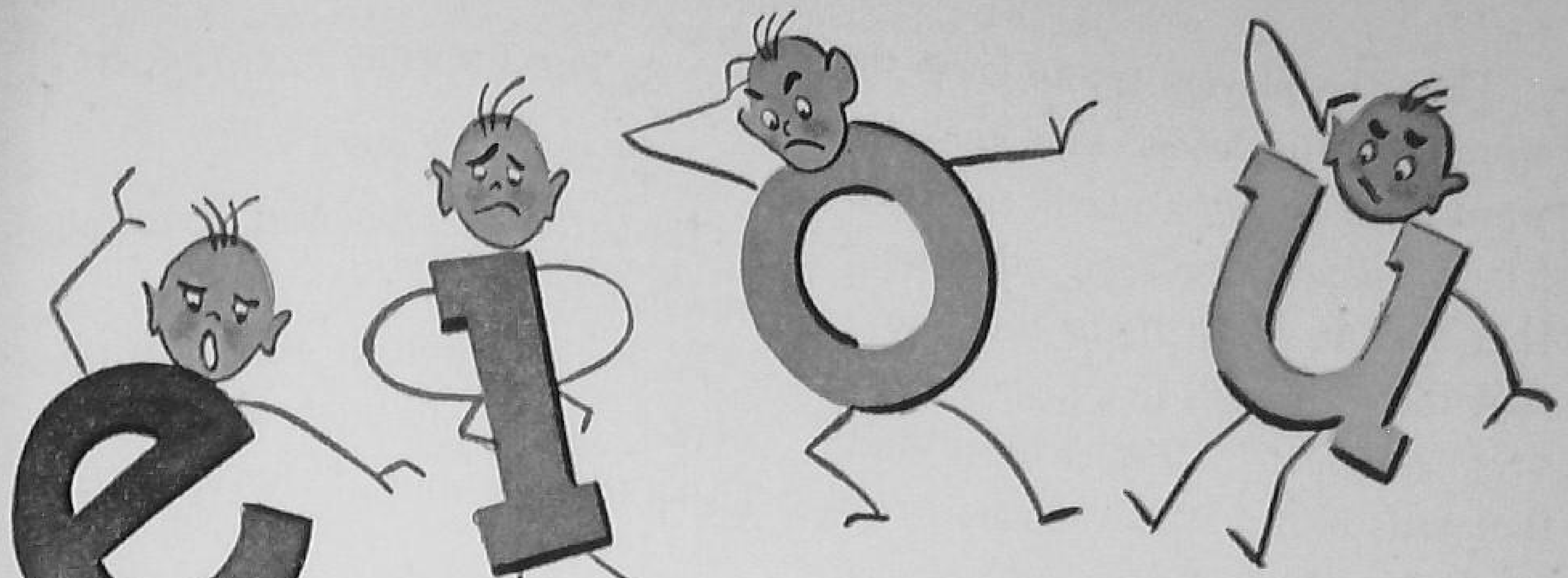
pat	pet	pit	pot	but
bat	pen	pin	dot	hut
sat	set	sit	hot	nut
hat	met	tin	rot	rut
mat	ten	his	got	cut

The vowels in all the words in each column below should sound alike. Say the words softly to yourself:

pan	met	lit	but	fore
can	pen	pin	just	pore
man	get	hit	such	more

Say the words softly to yourself:

Say:	Do not say:
1. men	min
2. get	git
3. pen	pin
4. yet	yit
5. can	kin or ken
6. catch	ketch or kitch
7. ten	tin
8. just	jest or jist
9. such	sech or sich
10. for	fur



Reading aloud

Take your turn reading some of these sentences aloud. Then find out from your class whether you pronounced correctly each word printed in italics. If you made a mistake in any sentence, read it again and pronounce the words correctly.

1. Yesterday I saw two *men* trying to *catch ten* rabbits.
2. They had made a *pen* for the rabbits and wanted to *get* them into it.
3. I heard one of the *men* say, "*Can* you *catch* any of them? I haven't been able to *get* any of them into the *pen yet.*"
4. The other man said, "I have put five in the *pen.* What are you waiting *for?*"
5. *Just* then two of the rabbits came through our fence. One of the *men* yelled, "*Can* you *catch* them, Sonny?" I said, "I *can get* them *for* you."
6. It was *just ten* o'clock when we got all *ten* rabbits into the *pen.* I think the *men* would be trying to *catch* the rabbits *yet,* if I hadn't been able to *get* those two *for* them.

4. Using Better Words

To read and think over

Study the picture. Then read the story carefully. As you read, think of better words for those printed in italics. For each numbered word in the story choose a word from the list that has the same number.

LEARNING TO SKATE

One warm Saturday morning in spring Betty decided to (1) *use* her new roller skates.

"Don't try to skate too fast," (2) *said* her brother.

Betty (3) *went* along very slowly for a little way. "It's easy to learn to skate," she thought to herself. "I don't need to go slowly. I (4) *guess* I'll go a little (5) *better* down this hill."

Faster and faster went Betty. (6) *Soon* her feet went from under her and bump! down she came.

Betty's brother laughed, but Betty didn't get (7) *mad*. As you can see, she is (8) *grinning* even though the joke is on her.

1. go out on
   take
   try out
   slide on

2. offered
   asked
   warned
   declared

3. hopped
   slid
   rolled
   crawled

4. doubt
   hear
   think
   imagine

5. sooner
   harder
   faster
   straighter

6. little by little
   slowly
   suddenly
   before long

7. blue
   angry
   ugly
   pale

8. sighing
   laughing
   whining
   smiling

Writing the words chosen

Write on a sheet of paper the words that you chose. Number them to show where each belongs.

Talking over the words

As the sentences are read aloud, talk with your class about the words that were chosen. Help decide which words fit into the story and which do not.

Writing opposites

In the numbered lists of words find an opposite for each of the following words. Write each word and its opposite in this way: *night-day.*

crying	fast	softer
answered	later	pleased
believe	pretty	bring

Checking your own work

Get someone to check your words while you check his. If you do not agree about any pair, ask your teacher to tell you who is right.

Armstro

DOWN AGAIN!

Questions to think over

How does Betty seem to feel about the tumble she took? What do you suppose caused her to fall? Do you think she has learned to skate well? What makes you think so? Do you think she is a cry-baby? Why?

5. Using What You Have Learned

To read and do by yourself

Choose a book that you have read and enjoyed and that you would like to tell the class about. Then think what you would say to answer these questions:

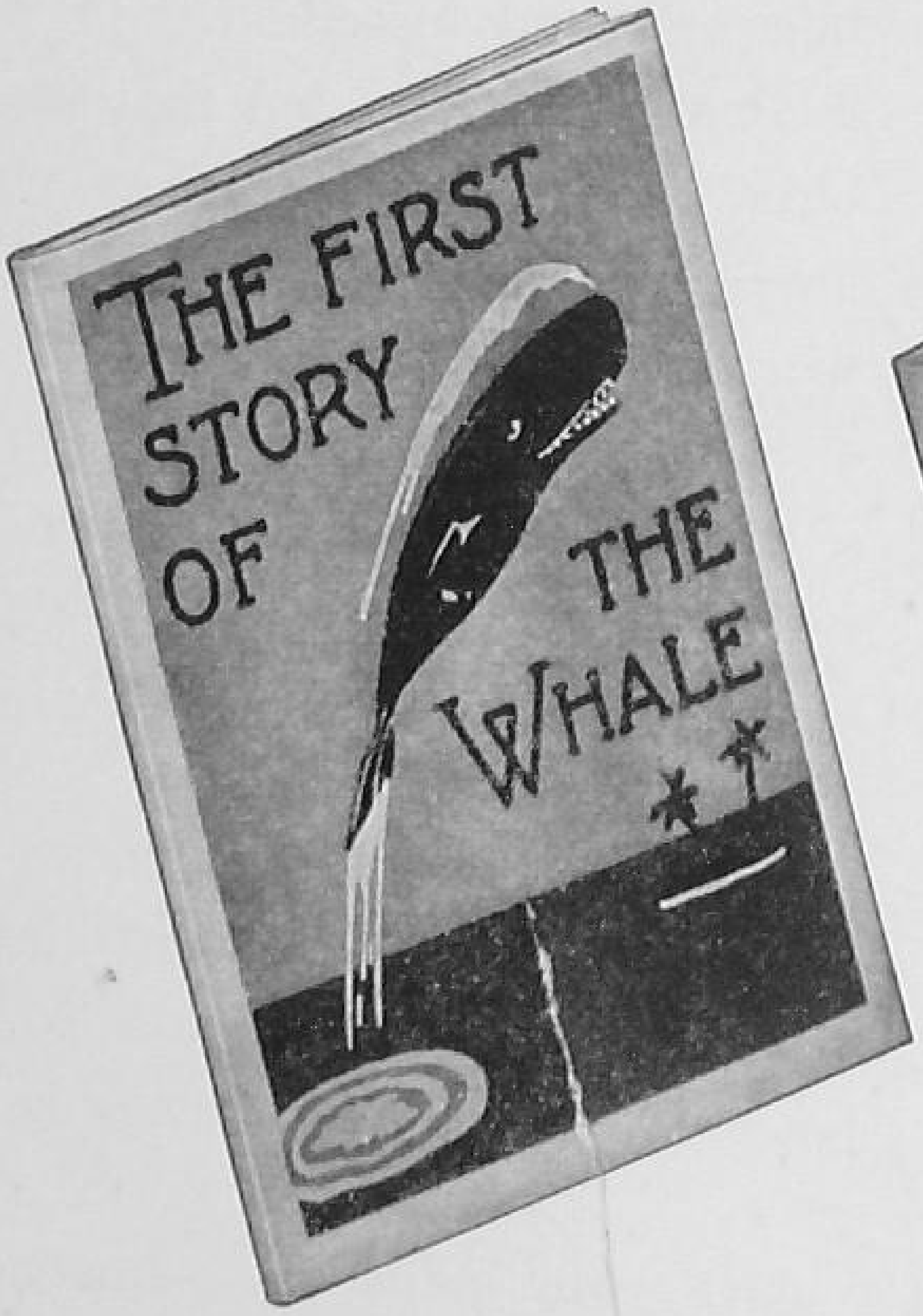
1. What is the title of the book?
2. What is the book about?
3. What is one of the most interesting things in the book?
4. Is the book better than, or not so good as, most books you have read?
5. Where can other boys and girls get the book?

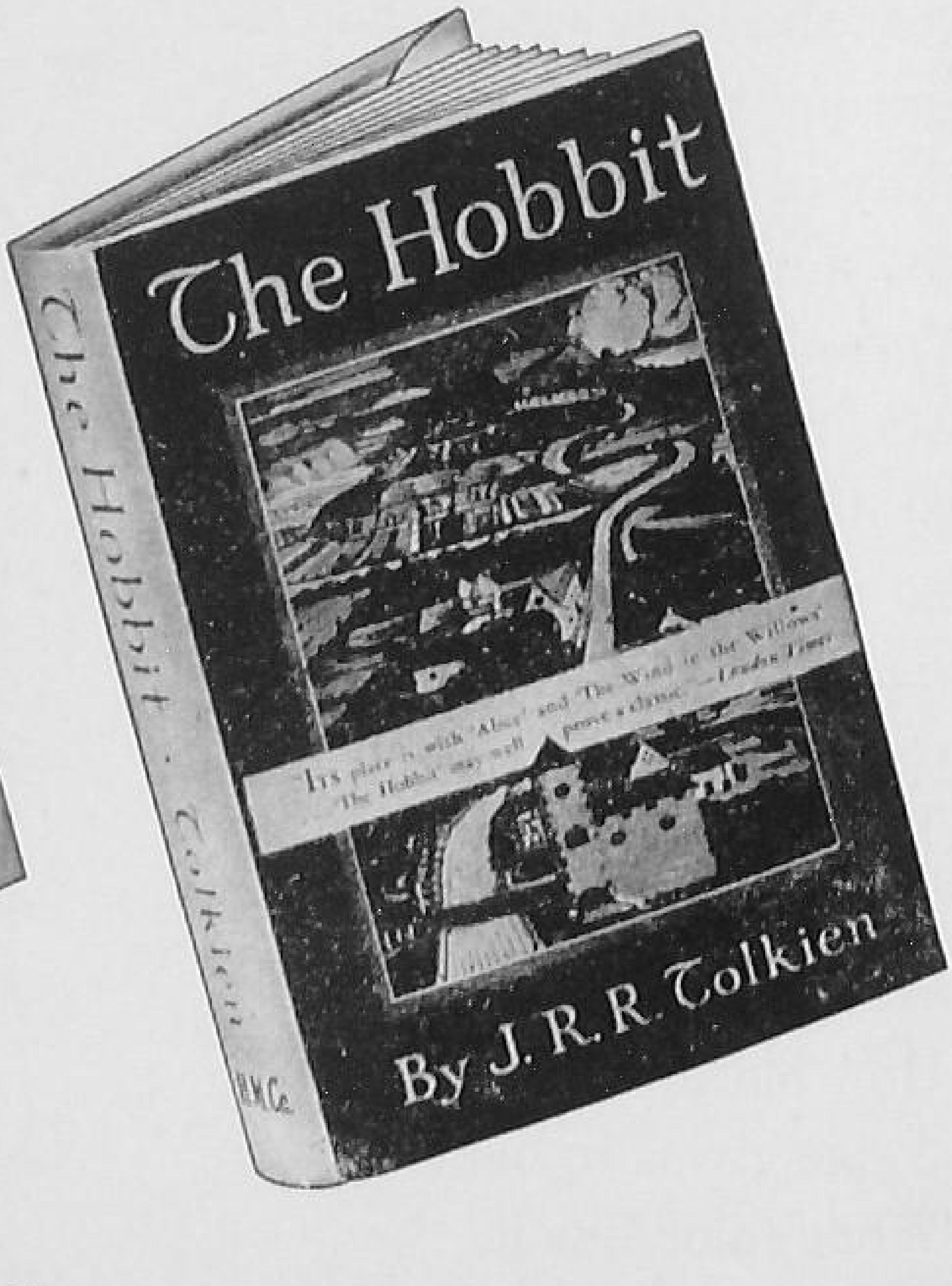
Working together

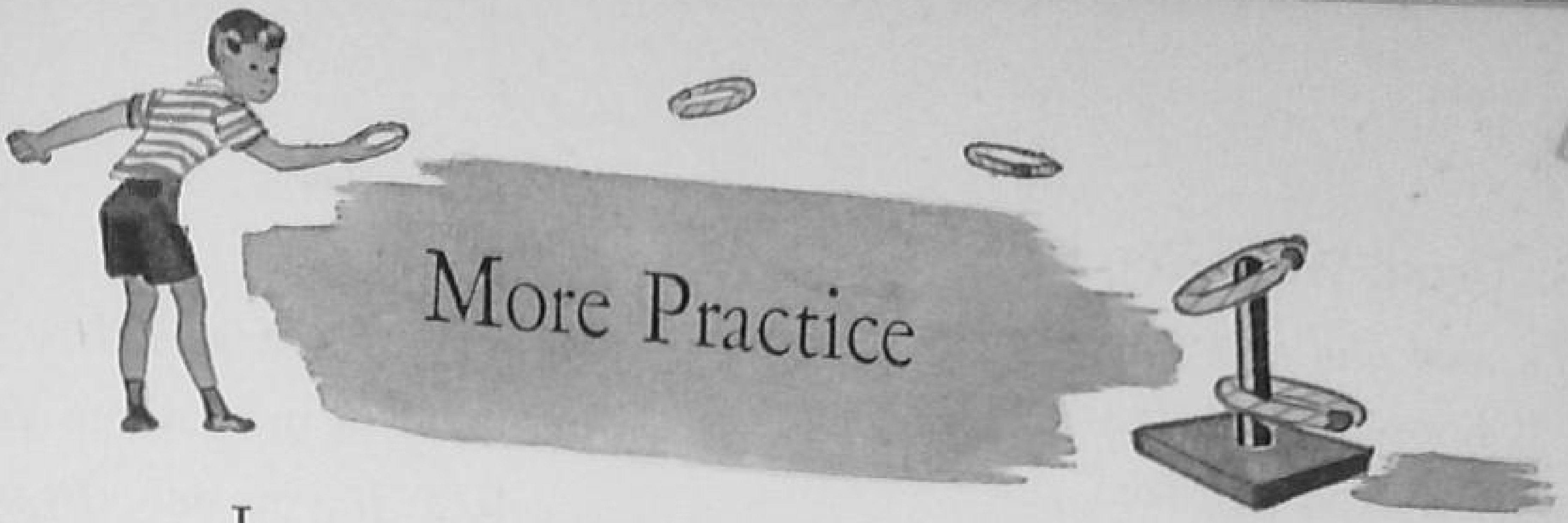
If you are asked to do so, give your book report. Speak clearly and pleasantly. Try to pronounce your words correctly. If you can do so, answer questions which others ask about your book.

While other boys and girls give their reports, listen carefully so that you can decide whether you wish to read any of the books they tell about. After each boy and girl gives his report, ask any questions you have about the book.

In what ways can the class do better in giving book reports?







More Practice

I

Testing yourself

Take a sheet of paper. Write at the left the words *Sentences, Statements, Questions, Separate Sentences,* one below another.

Find which of these groups of words are sentences. Write their numbers after the word *Sentences* on your paper.

1. A bell rang.
2. The boy running?
3. The girl ran fast.
4. In the field?
5. Near the large white church.
6. The dog barked.
7. Early in the morning?
8. The sun shone brightly.
9. Where going?
10. Has the clock struck one?

Decide which of the following sentences are *statements* and which are *questions.* Write each number after the correct word on your paper.

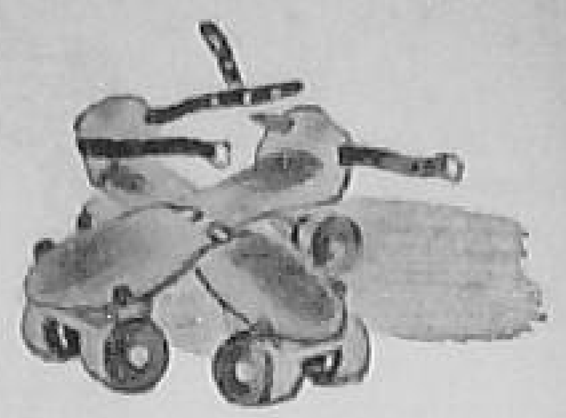
11. The children sang
12. The books were new
13. What was the song
14. How old are you
15. A daisy was in bloom
16. What color was it
17. It was white with a yellow center
18. How tall does a daisy grow

Some of the following sentences are run together. Write them below the words *Separate Sentences* on your paper. Put in the periods, the question marks, and the capital letters that are needed to separate the sentences correctly.

1. John made a cart he made it out of a box.
2. Many snakes are harmless. Some of these are useful in a garden they eat bugs and other insects.
3. Bats have wings, but they are not birds. They have no feathers. They are like mice their bodies are covered with fur.
4. Some people think that a dog and a cat always fight each other that isn't true one time we had a dog and a cat that played and ate together most of the time.
5. Tom has a new pair of skates they were given to him on his birthday.
6. How high is *up* how low is *down* how near is *here* how far away is *there*

Give your paper to someone to check as you check his.

More Practice



II

Thinking out a report

Choose one set of these questions and think out answers. Use the answers in making up a report.

(1)

When have you been out in a bad storm? What happened first? What happened after that? What did you do?

(2)

What have you made to play with? What did you use? What did you do first? What did you do after that?

(3)

Where do you play when the weather is cold? With whom do you play? What do you play sometimes? What do you play at other times?

Writing a report

Without looking at the questions, write the report that you planned. Keep your sentences apart. Try to make each sentence clear in meaning and correct in every way.

Checking your report

Check your report with the help of the set of questions that you chose.

Were you careful to keep your sentences apart?

Did you make each sentence clear in meaning?

Did you begin each sentence with a capital letter?

Did you put in the periods that were needed?

Thinking out and writing another report

Use one of these sentences as a beginning and think out a report. Try to tell enough to make your report easy to understand.

1. A street is a poor place in which to play.
2. When I am grown, I am going to be a . . . .
3. Sometimes I dream I am very rich.
4. Once I made a . . . .

Checking your new report

Did you tell enough to make your report easy to understand?

Are all the sentences in your report about the same topic? Did you keep your sentences apart?

Did you put in the capital letters and marks of punctuation that were needed?

UNIT NINE

More Stories

CHAPTER TWENTY-FIVE

More Stories for the Story Hour

1. Surprises in Stories

To read and think over

You know that an interesting story has something funny, something exciting, or something surprising in it. What is the surprise in this story?

WHAT DID BLACKIE WANT?

Blackie came to the door. She barked loudly. What did she want? Bill went to the door. Blackie took hold of his sleeve and pulled and pulled. She led him to the barn. There he found six puppies!

The surprise should come near the end of a story, or it should be the ending itself. What surprise can you think of for ending this story?

THE TREE HOUSE

Mary and Sue built a tree house. They played in it all summer. When winter came, they put a *For Rent* sign on it just for fun.

One day Mary and Sue climbed up to the house and looked in. (What do you think they saw there?)

Talking together

1. What is the surprise in the story about Blackie?
2. What endings did the class think of for *The Tree House*?
3. You know that the title of a story should make a person want to hear or read the story. Is the title for each of the two stories a good one? What might be a better one?
4. You know that the first part of a story should make a person wonder what is going to happen. Does the first part of each story do that?

Writing an ending

What ending can you think of for this story?

GETTING SCARED AT NOTHING

Tom's father had gone into a farm house. Tom was left alone in the dark in an open car. Soon he heard a large animal moving in the bushes. Tom was afraid it might be a bear. The beast came nearer and nearer. All at once Tom began to laugh. (Why did he laugh?)

Write one or more sentences to end the story. Use capital letters and punctuation marks where you need them. Then show your paper to your teacher.

2. Telling a Story Together

To read and think over

Billy went fishing with his father. He hoped that he would catch at least one little fish.

Something happened that surprised Billy. Use the pictures on pages 164–165 to find out what it was.

To get ready to tell the story about Billy and the shoe, do these things:

First, use the pictures to help you to decide just what happened to Billy.

Second, think of a beginning sentence for the story. These examples may help you:

1. Billy wants to be a good fisherman.
2. Billy had a big surprise when he went fishing last Saturday.
3. Billy thought he had caught a big fish last Saturday.

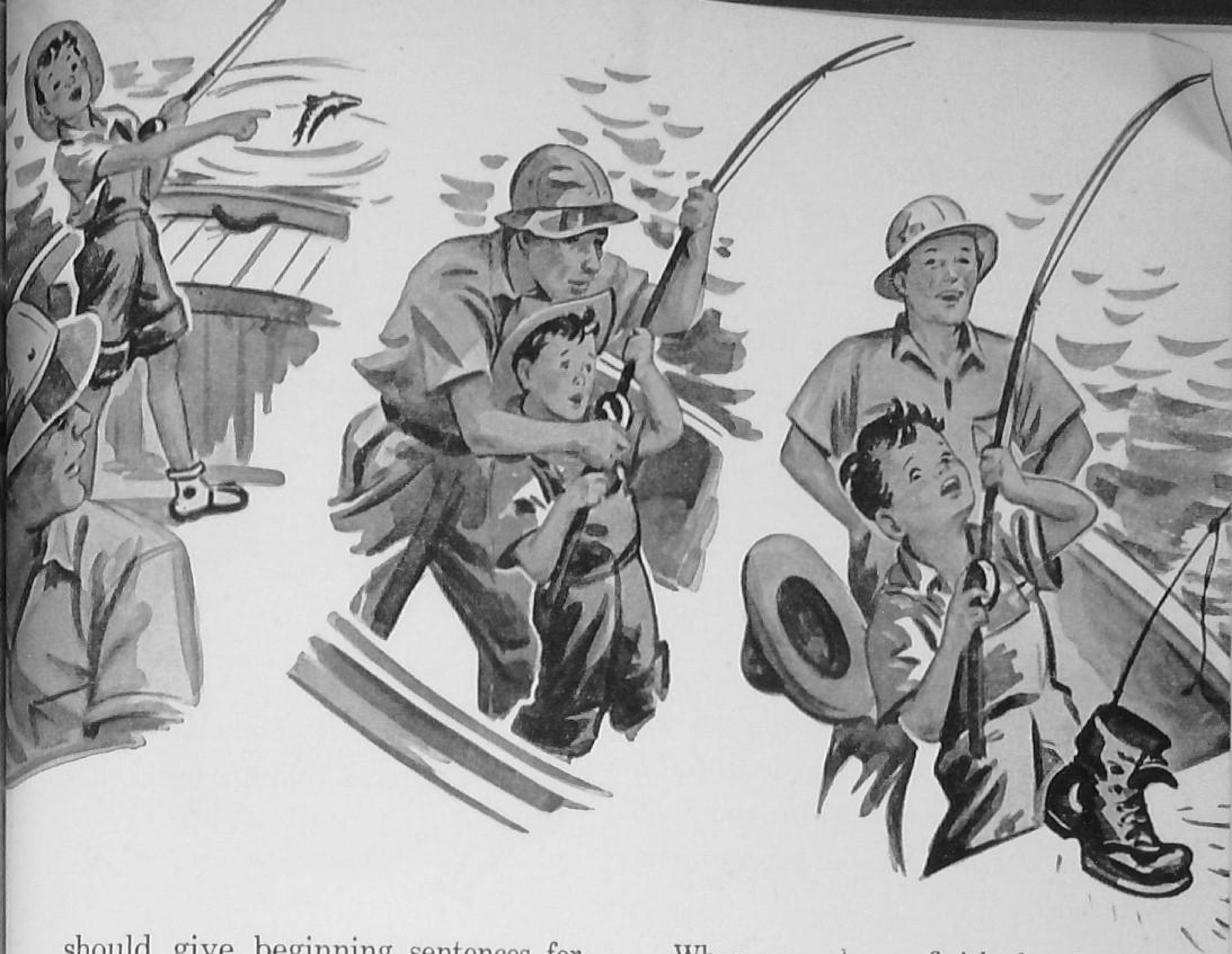
Third, think of the rest of the sentences for the story. Can you make a sentence for each picture?

Fourth, choose a title for the story. These examples will help you:

1. A Queer Fish
2. Fooled by a Shoe
3. Billy's Surprise
4. Billy, the Fisherman

Working together

Help your class tell the story of Billy. First, different boys and girls



should give beginning sentences for your teacher to write on the board. Then the class should choose a good beginning sentence.

The same plan should be followed for the other sentences in the story.

When the story is written, help the class choose a title.

Read the story through. If you think it can be improved, tell your teacher how to make it better.

Copying the story

Without looking at the story on the blackboard, try to make a correct copy of it. Use capital letters and punctuation marks where they are needed.

When you have finished, check your paper by the story on the blackboard. Correct any mistakes that are found.

The class may choose a copy that is neat and correct for the Class Story Book.

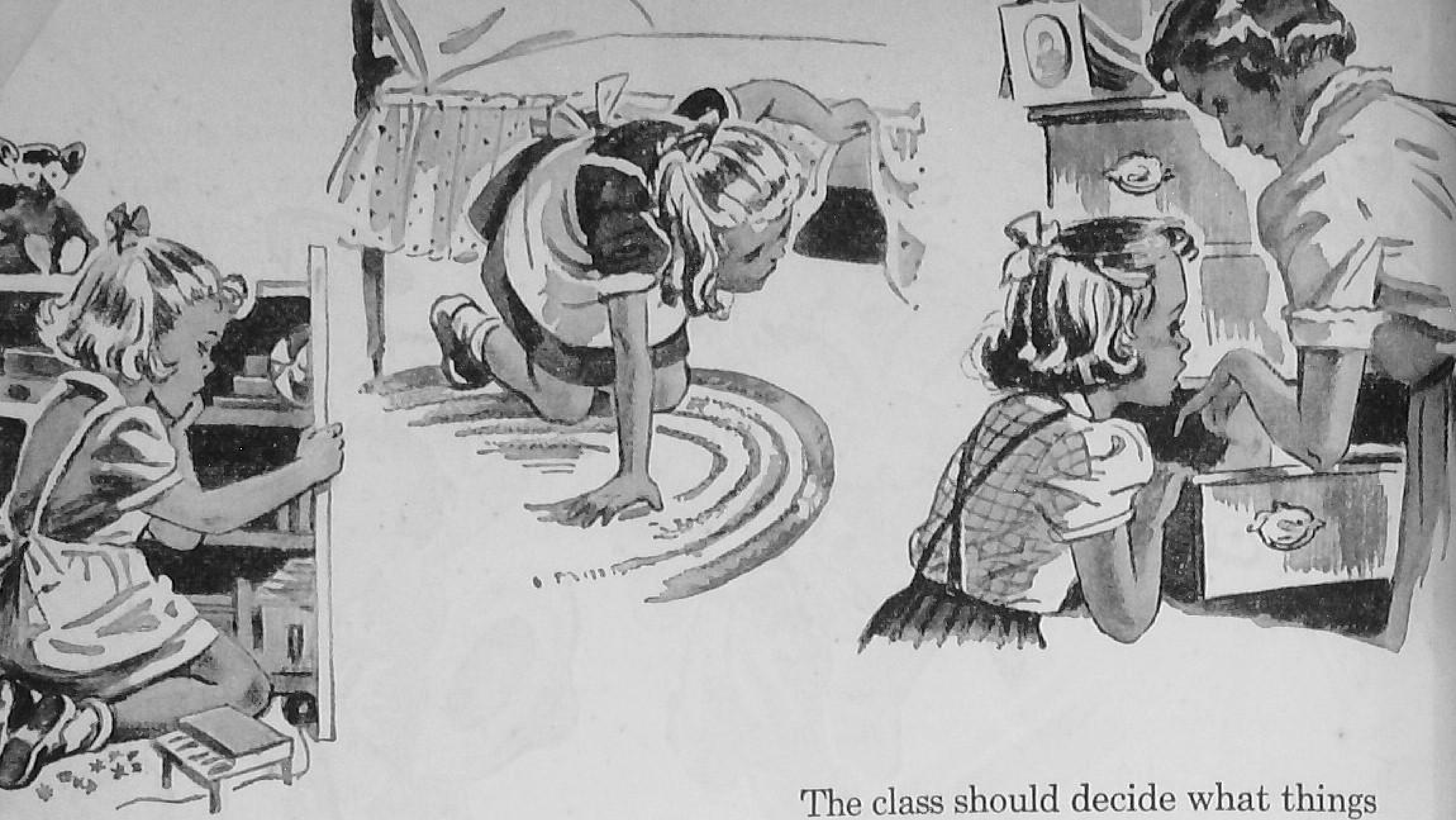
3. Telling Enough in a Story

To read and think over

When Judy told this story, she left out some of the interesting things that happened.

THE LOST DOLL

Last week I lost my doll. I spent four days trying to find it. Yesterday I found it under a bush.



The pictures on this page tell things which Judy left out of her story. Decide what those things were.

Now think of sentences to use in telling the story. Be sure to tell enough to make it interesting. You may want to use Judy's first sentence as your first sentence. For the rest of the story, you may use a sentence for each picture.

Writing the story

Write the story on a sheet of paper. Tell the surprise near or at the end of the story. Separate your sentences correctly.

Talking together

If you are asked to do so, read your story aloud.

The class should decide what things Judy should have told to make her story more interesting than it was.

4. Planning a Story

To read and do by yourself

Think of surprising, exciting, or funny things that have happened to you or to someone you know. These questions may help you:

1. Have you ever heard or seen something that frightened you and that you laughed about afterward?
2. What trick has been played on you? What trick have you played on someone else?
3. Have you ever opened a box and found a surprise? How else have you been surprised?
4. What surprise have you given to another person?

Choose one exciting, surprising, or funny thing to make a story about.

If you cannot think of something that has happened to you or to another person, choose a story that you have heard or read.

Thinking what to say

Think of a beginning sentence for your story. Try to tell something that will make others wonder what is going to happen in the story. These examples may help you:

1. Last night I heard a queer noise at my window.
2. My dad played a trick on me last night.
3. Yesterday a package came in the mail for me.
4. I fooled Mother yesterday.
5. Mother likes to surprise me.

Now decide what other things to tell in your story. Then think of sentences that tell those things. Plan to tell things in the order in which they happened. Put the surprise near or at the end of the story.

Choose a title which will make the class want to hear the story.

If you wish, write out your story. Separate the sentences correctly.

Working together

Write your name and the title of your story on a slip of paper. Give the paper to your teacher.

The class should choose some boys and girls to make the program for a Story Hour in your next lesson. They can use the papers that the class just gave to your teacher.

The class should also choose someone to be the announcer for the Story Hour program.

5. Using What You Have Learned

Telling stories

When you are called on, give the title of your story. Then tell the story. Speak clearly. Use a pleasant voice. Try to keep from running your sentences together.

Listen while the other boys and girls tell their stories. If you have a question about a story that you hear, ask it when the story teller has finished his story.

Talking together

1. Did each boy and girl tell the surprise in his story near or at the end of the story?
2. Did each boy and girl tell enough in his story to make it interesting?
3. Did each boy and girl tell things in the order in which they happened?
4. Were the titles of the stories good ones? Why?
5. What things should the class do to become better story tellers?

CHAPTER TWENTY-SIX

Using Words Correctly in Stories

1. Speaking of One or More

To read to yourself

The words *isn't* and *aren't* are contractions of *is not* and *are not.*

> ***Isn't*** **is used in speaking of one person or thing. *Aren't* is used in speaking of more than one. *Aren't* is used with the word *you,* whether *you* means one or more than one. It is never correct to use *ain't* for *isn't* or *aren't*.**

In these sentences *isn't* and *aren't* are used correctly:

1. Tom *isn't* at school today.
2. Mary and Helen *aren't* here.
3. *Aren't* we going to see them?
4. *Aren't you* coming along?

The words *wasn't* and *weren't* are contractions of *was not* and *were not.*

> ***Wasn't*** **is used in speaking of one person or thing. *Weren't* is used in speaking of more than one. *Weren't* is used with the word *you,* whether *you* means one or more than one.**

In these sentences *wasn't* and *weren't* are used correctly:

1. Bob *wasn't* at the party.
2. Dick and Jane *weren't* there.
3. I *wasn't* there either.
4. Why *weren't* you there?

Talking together

Help your class decide why the word in italics is used correctly in each of these sentences:

1. A bat *isn't* a bird.
2. Tigers *aren't* so big as lions.
3. *Aren't* you afraid of lions?
4. The wind *wasn't* warm today.
5. *Weren't* you cold at school today?
6. There *weren't* any boys here.

A game to play

GUESSING RIDDLES

The player chosen to be *It* gives a riddle in which he uses *isn't* or *aren't*, *wasn't*, or *weren't*. The other players

try to guess the riddle. The one who gives the right answer has the next chance to give a riddle.

If the person who is *It* uses *ain't* for *isn't*, or *aren't*, or if he uses *isn't*, *aren't*, *wasn't*, or *weren't* incorrectly, he must tell the answer to his riddle and choose someone to take his place.

Here is the way Dick and his friends played the game:

DICK: I know something without feet that can swim. It isn't a fish and it isn't a snail.
SUE: Is it a seal?
DICK: No, it isn't a seal.
SAM: Is it a snake?
DICK: Yes, it's a snake.

Here are some riddles that may be used in the game. Before using one of them, decide what word to use in each blank.

1. What noisy insects gather honey? They . . . hornets. They . . . flies.
2. I saw a vine. It . . . a melon vine. It . . . a honeysuckle.
3. I know flowers that are brown and yellow. They . . . daisies. They . . . lilies.
4. What lays white eggs in sand? It . . . a bird. It . . . a chicken.
5. I know something that is sweet. It . . . chocolate. It . . . honey.
6. I know some small animals that live in holes in the ground. They . . . moles. They . . . chipmunks.

Testing yourself

Decide whether *isn't* or *aren't* should be used in each blank in these sentences:

Judy __1__ going to the movie. She says some of the others __2__ either. I wonder why they __3__ going.
__4__ Sally and Mary going?
They __5__ going if the others __6__.
Sue __7__ going. She __8__ well.
You're going, __9__ you? Miss Howe will take all of us who can go.

Decide whether *wasn't* or *weren't* should be used in each blank in these sentences:

You were at the movie, __10__ you?
I __11__ there. Judy and I __12__ able to go. We __13__ even at school today. How many of the others __14__ there?
Jim and Bob __15__ there. Helen __16__ there either. There were six boys and girls who __17__ able to go.
__18__ it queer that so many of us __19__ there today? __20__ you lonesome?

Number a paper from 1 through 20. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. If you made a mistake, turn to page 168 and read again how to use the word you missed. Then work out the exercise on page 180.

2. Speaking of Yourself Last

To read and think over

When you wish to be polite to another person, you do things like these:
1. You let him go ahead of you through a door.
2. You let him choose a toy to play with before you choose one.
3. You let him choose the part he wants to play in a game.

You can be polite to him in another way. You can mention his name first whenever you speak of him and yourself. It is polite to say:

1. Joe and I wish to play ball.
2. My cousin and I like taffy.
3. She and I have twin dolls.
4. May Sally and I go to the store?
5. Are you and I partners?

> **Do not speak of yourself first. Do not say *I and Joe* or *I and she.***

Talking together

When you have a turn, give a sentence which tells something that another person and you did.

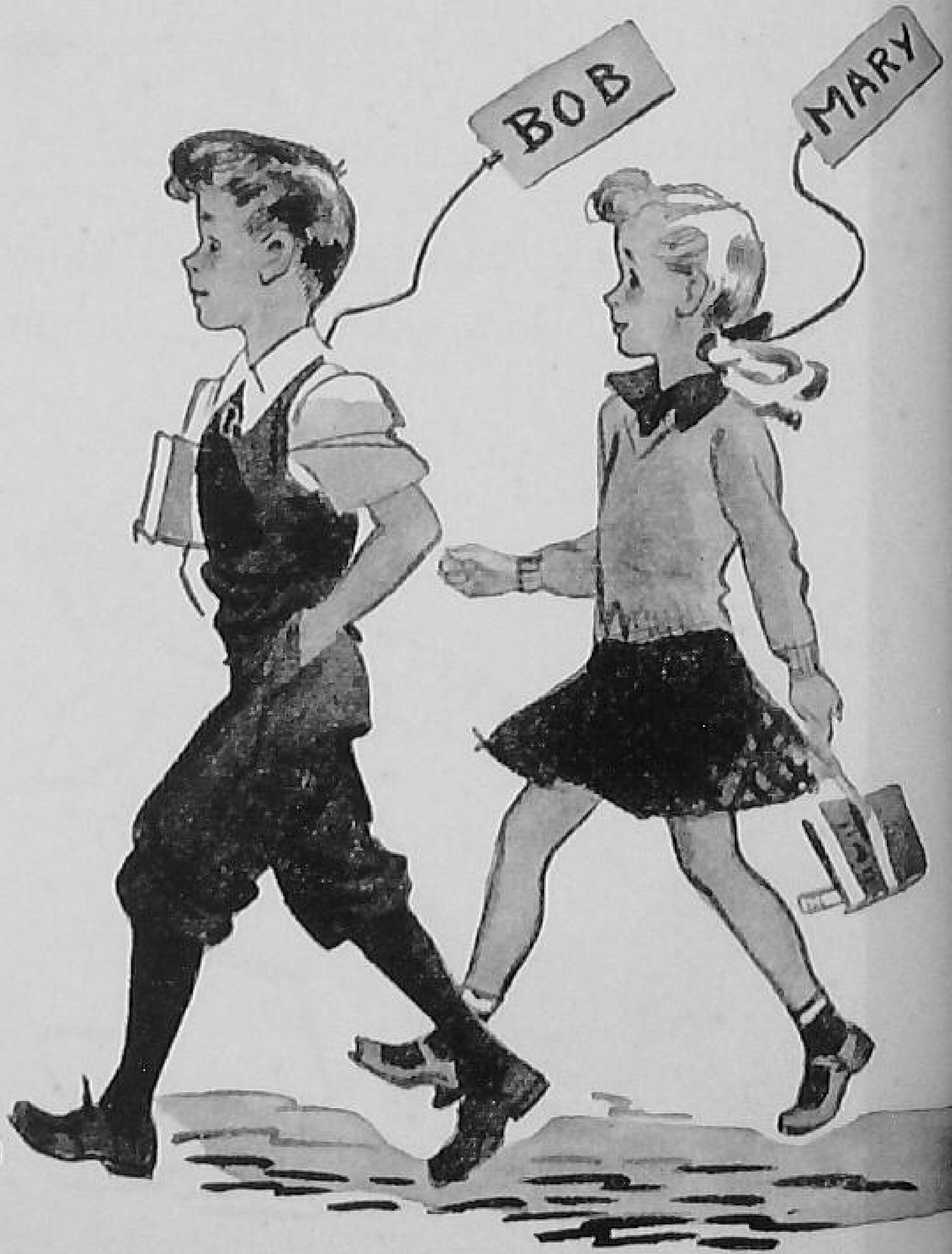
A game to play

SOMEBODY AND I

One player, who is *It*, leaves the room. The other players then choose someone whose name is to be guessed by the boy or girl who is *It*. When the person who is *It* comes back to the room, he asks the players in turn, "Who is he?" The players give answers like these: "He (or she) and I sit near each other," or "He and I live near each other." In each answer the player must tell what is true and must use *he* (or *she*) *and I* correctly.

The one who is *It* may ask five questions if he needs to. If he guesses correctly, the player who gave the last answer becomes *It*. If *It* does not guess the person correctly in five questions, he must choose someone to take his place.

Any player who says, *I and he* for *He and I*, or *I and she* for *She and I* should be told to try again.



Writing sentences

On a sheet of paper write five sentences. In each sentence tell one thing that another person and you have done, seen, or heard.

Use these questions to help you correct your sentences:

1. Did you speak of the other person first in each sentence?
2. Is each sentence written correctly?

Show your paper to your teacher. If you spoke of yourself first in any sentence, read the first part of page 170 again. Correct your mistakes.

3. Reviewing Important Words

To read and think over

Think which word should be used in each blank space in these sentences:

Choose GIVE, GAVE *or* GIVEN:

Oh, look! Someone has ___1___ Billy a baseball. I wonder who ___2___ him that.

I think Sam ___3___ it to him. What did Joe ___4___ him?

Joe ___5___ him a top. Billy ___6___ him one too. Someone else must have ___7___ him a top. There are three here.

I think Peter ___8___ one. Wouldn't it have been funny if everyone had ___9___ Billy a top? What did you ___10___ him?

I ___11___ him a kite. No one else has ___12___ him one.

His mother and father ___13___ him a pair of skates. I wish I had a pair like them.

Choose EAT, ATE, *or* EATEN:

I don't think I have ever ___14___ as much as I ___15___ at Billy's party. I ___16___ two dishes of ice cream and two pieces of cake. That cake was just about the best I have ever ___17___.

I ___18___ more cake than you did. After I had ___19___ two pieces, Mrs. Owens asked me to have some more. I said, "I just ___20___ two big pieces." She said that I couldn't have ___21___ that much, so I ___22___ another piece.

Mrs. Owens is a good cook. I ___23___ dinner there with Billy last week. I ___24___ until I could hardly walk.

Writing correct words

Number a paper from 1 through 24. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. If you made mistakes in using *eat, ate, eaten, give, gave,* or *given*, study again on pages 136 and 138 how to use those words correctly. Then correct your mistakes.

4. Using What You Have Learned

To read to yourself

Brothers and sisters have fun playing together. Very often, too, they help one another when they are in trouble. Here is a story that Mary told about her sister and herself.

CAUGHT BY A WAVE

Last Saturday my sister Jane and I put on our new swimming suits and went down to the beach. I ran into the water as fast as I could go. Jane called to me and told me not to go out too far, but I didn't stop. Suddenly a big wave knocked me down and rolled over me. Jane came running and got to me in time to save me. Both she and I laughed but we were scared.

Joe told this story about his brother, himself, and his dog.

QUILLS IN HIS NOSE

One day my brother Tom and I were walking through the woods. Our dog Jip was running ahead of us. All at once he began barking and jumping around an old log. Tom and I ran to him as fast as we could, for we saw a porcupine behind the log. Before we could pull Jip away, he had about a dozen quills stuck in his nose and mouth. Tom and I had a hard time pulling them out. How Jip howled!

Planning a story

Think of something exciting or funny that has happened to you and someone else. Use these questions:

1. What trick has been played on you and a friend?
2. Have you ever been lost with someone else? What happened?
3. Have you planned a surprise with someone else?
4. Has someone ever saved you from danger? Have you saved someone?

Now decide what you will tell in your story. Plan to tell things in the order in which they happened. Tell the funny or exciting thing near or at the end of the story.

Think of sentences to use in your story. Then choose a title for it.

Working together

When you are called upon, give the title of your story. Then tell the story. As you talk, do these things:

1. When you speak of another person and yourself, speak of yourself last.
2. Use *wasn't* and *weren't* correctly.

5. Testing Yourself

To read and think over

Think which word, or words, should be used in each of these blanks.

Choose ISN'T *or* AREN'T:

This _1_ a good place to hunt for turtles and frogs. There _2_ any around here.

What's the matter? You _3_ afraid of a turtle, are you? Snapping turtles _4_ found here anyway.

_5_ a turtle a queer pet?

Turtles are all right, but they _6_ so interesting as dogs.

Cats _7_ so interesting either.

Choose WASN'T *or* WEREN'T:

Last year there _8_ a squirrel on the school ground. The big gray squirrels _9_ there. The red squirrels _10_ there. There _11_ any food for them.

There _12_ any squirrels on the school ground year before last either. Miss Howe said that there _13_ a single one.

I'm glad to see them again this year. _14_ you glad when they came?

Choose TOM AND I *or* I AND TOM:

_15_ walk to school together.

_16_ went to the library after school.

Miss Howe said that _17_ should take care of the books this week.

_18_ have done that before.

Do you think that _19_ can get all that work done before the last bell rings?

Writing correct words

Number a paper from 1 through 19. After each number write the word (or words) that should be used in the blank that has the same number.

Correct your paper as your teacher reads the correct words aloud. If you made a mistake, read again on pages 168–169, or on page 170 how to use the word you missed. Then correct your work.

CHAPTER TWENTY-SEVEN

Using Good Sentences and Words in Stories

1. Making Interesting Sentences

To read and think over

The story in this poem is told to Chinese boys and girls.

THE MOUSE AND THE CANDLESTICK

The mouse climbed up the candle-
stick
To steal the tallow from the wick;
When he got up he couldn't get down,
And he called so loud he waked the
town;
But a wee little girl
With a big tom cat,
Just pulled his tail
And he fell down flat.

On the next page are the beginnings of sentences about the mouse.

What words can you add to each beginning to make a sentence?

1. A little mouse tried to steal ——.
2. He found himself high up on ——.
3. When he could not get down ——.
4. At last he ——.

Is there a surprise in this poem?

A GOBLINADE

A green hobgoblin
  Small but quick,
Went out walking
  With a black thorn stick.

He was full of mischief,
  Full of glee.
He frightened all
  That he could see.

He saw a little maiden
  In a wood.
He looked as fierce as
  A goblin should.

He crept by the hedge row,
  He said, "Boo!"
"Boo!" laughed the little girl,
  "How are you?"

"What!" said the goblin,
  "Aren't you afraid?"
"I think you're funny,"
  Said the maid.

"Ha!" said the goblin,
  Sitting down flat.
"You think I'm funny?
  I don't like that."

"I'm very frightening.
  You should flee!"
"You're cunning," she said,
  "As you can be!"

Then she laughed again, and
  Went away.
But the goblin stood there
  All that day.

Working together

When your turn comes, give two sentences about the mouse, the hobgoblin, or the little girl. Your sentences may be statements or questions.

Writing sentences

Write five sentences that tell things that happened in the poems. Use capital letters and periods where you need them.

Show your paper to your teacher. Correct any mistakes you made.

2. Using Words Correctly

To read and do by yourself

Think which word should be used in each blank in these sentences:

Choose SAW *or* SEEN:

This morning I __1__ Sam on the corner. He had __2__ me before I __3__ him. We both __4__ Tom there.

Choose DID *or* DONE:

Sam said that he had __5__ his work and was ready to play. Tom said that he, too, had __6__ his work. Sam said that his mother __7__ something interesting each Saturday morning. He asked us to come to his house. Then I wished I had __8__ my work.

Choose RUN *or* RAN:

I __9__ home. I __10__ faster than I had ever __11__. Tom and Sam __12__ to Sam's house.

Choose COME *or* CAME:

At ten o'clock I __13__ to Sam's house. I had __14__ as soon as I could. Tom and Sam had __15__ before. They __16__ at nine o'clock.

Choose GIVE, GAVE, GIVEN:

Sam's mother was baking sugar cookies. She __17__ each of us two of them. They were still warm when she __18__ them to us. After she had __19__ them to us, she __20__ us some milk.

Choose EAT, ATE, EATEN:

I __21__ my cookies before Tom and Sam __22__ theirs. I thought they were the best I had ever __23__. Each of us __24__ two more later.

Choose WENT *or* GONE:

I had never __25__ to Sam's home before. Tom has __26__ often. He __27__ one day last week. I could have __28__ with him then if he hadn't __29__ so early. I'm glad I __30__ this time.

Testing yourself

Number a paper from 1 through 30. After each number write the word that is needed in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. If you made any mistakes, correct them.

3. Words That Have Like Meanings

To read and think about

Read this story. For each numbered word (or group of words) in the story, choose a word from the list that has the same number. Keep the meaning of the story about the same as it is. Use the picture to help you.

TEMPTED

Just before lunch Billy's mother (1) *found* that she (2) *wanted* some cookies. She gave Billy some money and sent him to the store to (3) *get* them. He took (4) *along* his dog Terry.

Of course Billy was to (5) *come back* promptly, but he isn't doing so. He has sat down to (6) *peep* at the cookies. Terry is (7) *troubled.* He doesn't want Billy to open the (8) *package.* Billy had better (9) *mind* his mother and hurry home (10) *at once.*

If Billy doesn't (11) *watch out,* Terry may get cross. A cross dog might not be a pleasant playmate.

Copying the story

As you copy the story, leave out the words in italics and put in the words you chose.

Talking together

Help the class decide which words in the lists should be used and which cannot be.

1. heard	2. enjoyed	3. take
read	expected	leave
discovered	had	buy
hoped	needed	trade
4. with him	5. turn out	6. look
aside	return	wink
around	turn in	gaze
after	overturn	stare
7. delighted	8. pot	9. warn
angry	box	obey
ashamed	bag	hear
worried	bucket	try

10. sometime	11. take care
at last	sit still
soon	go back
immediately	keep quiet

To do by yourself

If you wished to find a key that has been lost on your playground, which of the following things would you do? Choose two.

glance quickly	glare angrily
look carefully	search fully
hunt lazily	stare boldly

Copy and complete the following sentence, using the two things you chose:

To find the key I should . . . . . . and . . . . . . for it.

Talking together

Help the class decide which words give the right meaning to the sentence above and which do not.

TEMPTED!

Something to think about

What do you think is happening here? Is Billy trying to take the bag away from Terry, his dog? Or is Terry trying to take something that Billy won't let him have? How does Terry look?

4. Leaving Out Sentences That Do Not Belong in a Story

To read and think about

Below is the first part of a story. In it there are two sentences that do not belong there. Decide which sentences these are. Then think of two or more sentences that might be added to finish the story.

FINDING A NEW HOME

Henry saw two woodpeckers hunting for a place for a nest. He was going to town. He had a new bicycle. The woodpeckers flew to a tree that had a large hole in it. The mother bird looked into the hole. Then she jumped back quickly and both birds flew away.

Working together

Decide with your class which sentences should be left out. Then when you have a chance, give the sentences that you would use to finish the story.

Writing the story

Write the whole story as you think it should be written. Check each sentence to see whether it belongs to the story and whether it is written correctly.

If you are asked to do so, read your story aloud. Ask the class to tell you whether you have put in any sentences that do not belong.

5. Using What You Have Learned

To read and do by yourself

Decide how to separate the sentences in this story:

An ant tried to get a drink from a brook and so he fell into the water just as he was about to drown, a dove saved his life. She dropped a leaf in the water and the ant climbed on it soon he was carried to shore.

Later, the ant saw a hunter ready to shoot the dove he bit the hunter's heel and the hunter missed the dove and the ant had saved the dove's life.

Talking together

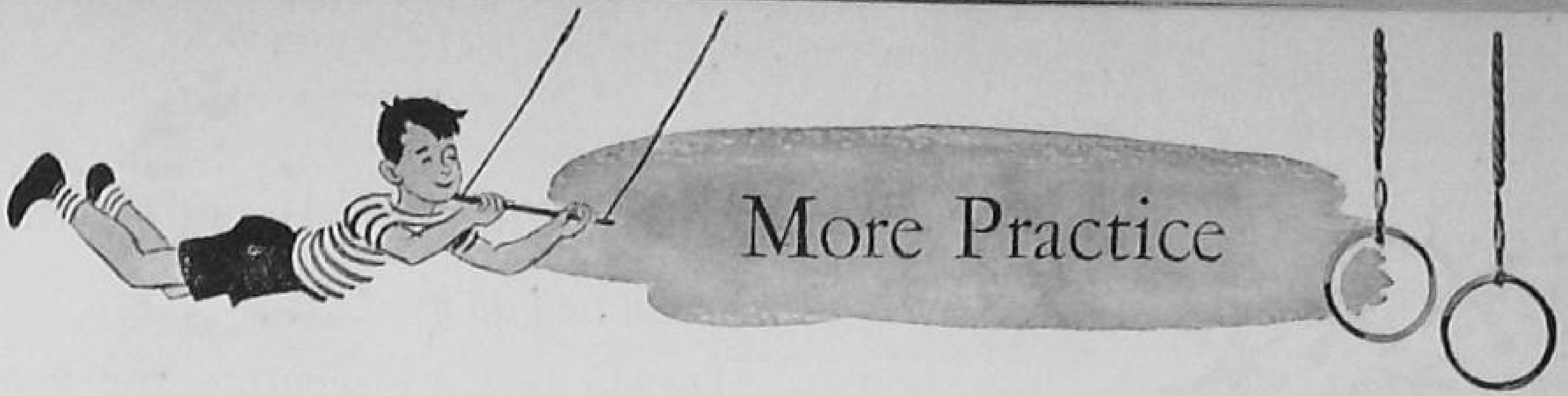
Help your class decide how to separate the sentences in the story above.

Improving a story

Copy the following story. Begin each sentence with a capital letter and end it with a period. Leave out the words *and* or *and so* where they are not needed.

A fox asked a stork to dinner and he gave her soup in a plate and so the stork could not get the soup with her sharp beak. Then the stork asked the fox to dinner and she gave him soup in tall bottles and it was the stork's turn to laugh.

Show your paper to your teacher. Correct any mistake you made.



More Practice

I

Finding sentence endings

Read the questions given after each part of this story. Use them to help you find the ends of the sentences.

A MOUSE AND HIS SHADOW

A mouse crept out from a hole in a wall and so he saw his shadow it looked very big.

Where did the mouse creep from? What did he see? How did it look?

The mouse thought himself very big he began to boast just then he saw a cat.

What did the mouse think about himself? What did he begin to do? What did he see just then?

The cat saw the mouse and sprang at him the mouse ran quickly to his hole he was glad that he was small enough to get into the hole

What did the cat do? To what place did the mouse run? For what was the mouse glad?

Writing the story correctly

Copy the three parts of the story. How will you show where each sentence begins?

How will you show where each sentence ends?

Checking your sentences

With the help of the questions given below each part of the story, check your sentences.

Have you used nine sentences? Did you put a period at the end of each sentence? Did you begin each sentence with a capital letter? If you made any mistakes, correct them.

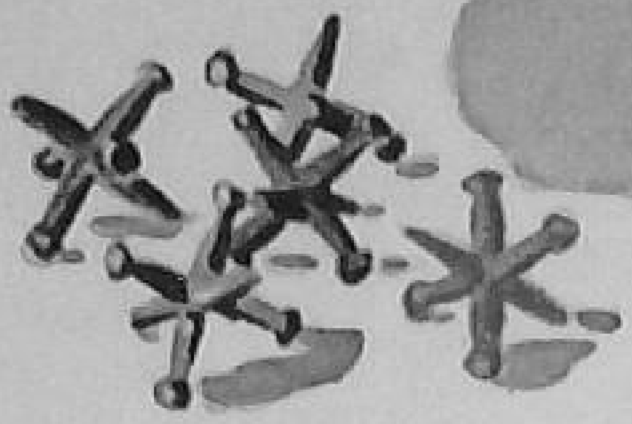
Leaving out sentences that are not needed

Find out which two sentences are not needed in this story:

A BAD STORM

We had a bad storm. The wind blew and the rain fell. We closed our windows and shut the door. By and by we heard a clap of thunder and saw a flash of lightning. The lightning struck a tree and tore off a branch. I was frightened at first. We have other trees in our yard. Under one of them I have a pen for my rabbits.

Turn your paper over. Then as you copy the story, leave out the sentences that do not belong in it.



More Practice

II

To read and think about

Think of the right word to use for each of these blanks. Use *is* or *are*.

Dick ___1___ going swimming. ___2___ you going too, Tom?
There ___3___ two boys in the pool now. Bob and Harry ___4___ there.

Decide whether *isn't* or *aren't* is correct for each of these blanks.

The water ___5___ very cold. There ___6___ any rocks at the bottom. You ___7___ afraid, are you?

For each of these blanks choose *was* or *were*. Use the one that is correct.

There ___8___ three girls skating on the walk. ___9___ you there, Sally?
Mary and Jane ___10___ there, but I ___11___ at home.

Choose *wasn't* or *weren't*.

There ___12___ any tools in John's tool box. The hammer ___13___ there. The saws ___14___ there. Tom, ___15___ you the boy who used them last?

Writing the correct words

Number a paper from 1 through 15. After each number write the word that should be used in the blank with the same number.

Checking your list

Read the sentences again. Find those in which the word *you* is used. Did you choose for each of those sentences the words *are*, *aren't*, *were*, or *weren't*?

Were you careful to choose *is*, *isn't*, *was*, or *wasn't* for each sentence that tells about one person or thing?

Did you choose *are*, *aren't*, *were*, or *weren't* for the sentences telling about more than one person or thing?

Writing sentences and checking them

Write sentences of your own in which you use these words:

is	isn't	was	wasn't
are	aren't	were	weren't

Check your sentences. Did you use the words in the top line in telling about one person or thing?

Did you use the words in the bottom line in telling about more than one person or thing?

Did you use the words in the bottom line when you used the word *you*?

CHAPTER TWENTY-EIGHT

Having Fun with Poems

1. Enjoying Poems

Listening to poems

Listen as your teacher reads these two poems aloud:

FIREFLY SONG

A little light is going by,
Is going up to see the sky,
A little light with wings.

I never could have thought of it,
To have a little bug all lit
And made to go on wings.

A SWING SONG

Swing, swing,
Sing, sing,
Here! my throne and I am king!
Swing, swing,
Sing, sing,
Farewell, earth, for I'm on the wing!

Low, high,
Here I fly,
Like a bird through sunny sky;
Free, free,
Over the lea,
Over the mountain, over the sea!

Up, down,
Up and down,
Which is the way to London Town?
Where? Where?
Up in the air,
Close your eyes and now you are there!

No, no,
Low, low,
Sweeping daisies with my toe.
Slow, slow,
To and fro,
Slow — slow — slow — slow.

Talking together

1. When do you see fireflies? What do their flashing lights make you think of?

2. When you swing, what songs do you sing? Do you make your swing and your song keep time together?
3. Should the poem, *A Swing Song*, be read fast or slow? Why?
4. When the ends of words sound alike, we say that the words *rhyme*. *Car* rhymes with *far*. *Air* rhymes with *care*, and *tease* with *sneeze*. In *Firefly Song* what word rhymes with *by*? What word rhymes with *it*?
5. In *A Swing Song* what words that rhyme can you find at the ends of the lines?
6. If you are asked to do so, give the lines that go with one of these lines from Mother Goose:

   (1) Hey! diddle, diddle,
   (2) Hickory, dickory, dock,
   (3) Sing a song of sixpence,
   (4) To market, to market,
   (5) Simple Simon met a pieman
   (6) Jack Spratt could eat no fat;
   (7) Little Miss Muffett

7. What lines in other poems do you like the sound of?

2. Reading Poetry Together

To read to yourself

Boys and girls often sing as a group in a choir or a chorus. Usually they have a leader to beat time for them so that they will keep together in their singing.

In the same way, boys and girls read or say poems together. There is usually a leader who helps them to say the words together. Reading or speaking of this kind is called *choral reading* or *choral speaking*. The group of boys and girls is called a *choral* or *speaking choir*.

At first, in reading a poem, each one in the group may use his hand to beat time with the leader.

Notice the mark (′) above some of the words in this poem. In beating time for the poem, your hand should come down when you say a word or a part of a word that has the mark above it. Your hand should go up when you say a word or a part of a word that has no mark above it.

Jáck and Jíll went úp a híll
To fétch a páil of wáter.
Jáck fell dówn and bróke his crówn,
And Jíll came túmbling áfter.

Practice in reading together

As your teacher leads you, practice reading *Jack and Jill* aloud with your class. Use a low soft voice and keep in time with the leader. Try to say each word at the same time that the other boys and girls say it.

The class may wish to read aloud together the poem that follows, or some other short poem that they know and enjoy.

THE LITTLE ELF

I met a little Elf-man once,
  Down where the lilies blow.
I asked him why he was so small,
  And why he didn't grow.

He slightly frowned, and with his eye
  He looked me through and through.
"I'm quite as big for me," said he,
  "As you are big for you."

Here is a longer poem for the class to read aloud together:

THE MYSTERIOUS CAT

I saw a proud, mysterious cat,
I saw a proud, mysterious cat
Too proud to catch a mouse or rat —
Mew, mew, mew.

But catnip she would eat, and purr,
But catnip she would eat, and purr,
And goldfish she did much prefer —
Mew, mew, mew.

I saw a cat — 'twas but a dream,
I saw a cat — 'twas but a dream
Who scorned the slave that brought
    her cream —
Mew, mew, mew.

Unless the slave were dressed in style,
Unless the slave were dressed in style
And knelt before her all the while —
Mew, mew, mew.

Did you ever hear of a thing like that?
Did you ever hear of a thing like that?
Did you ever hear of a thing like that?
Oh, what a proud, mysterious cat.
Oh, what a proud, mysterious cat.
Oh, what a proud, mysterious cat.
Mew . . . mew . . . mew.

3. Writing a Jingle Together

To read and think over

A jingle is a poem that says almost the same thing over and over again in a sing-song way.

A little girl wrote the following jingle just for fun. Notice the way in which different parts are alike.

A FUN POEM

Once upon a time
A drake drank milk;
Once upon a time
A silkworm ate his silk.

Once upon a time
A cow gargled lime;
And an eagle played a banjo
While a monkey licked a dime.

Once upon a time
An elephant chewed a gnat;
And a sparrow played baseball
With a great big cat.

In writing her jingle, the little girl started with these two sing-song lines:

Once upon a time
A drake drank milk.

Then she thought of two more lines to put with the first two lines. The four lines made what is called a stanza.

The two lines that she chose ended with *silk*. She did this so that the stanza would end with a word that rhymes with the word *milk*.

Talking together

Help your class fit these lines together so that there are two stanzas and so that each stanza has four lines and two end words that rhyme:

Once upon a time
A bee refused to sting.

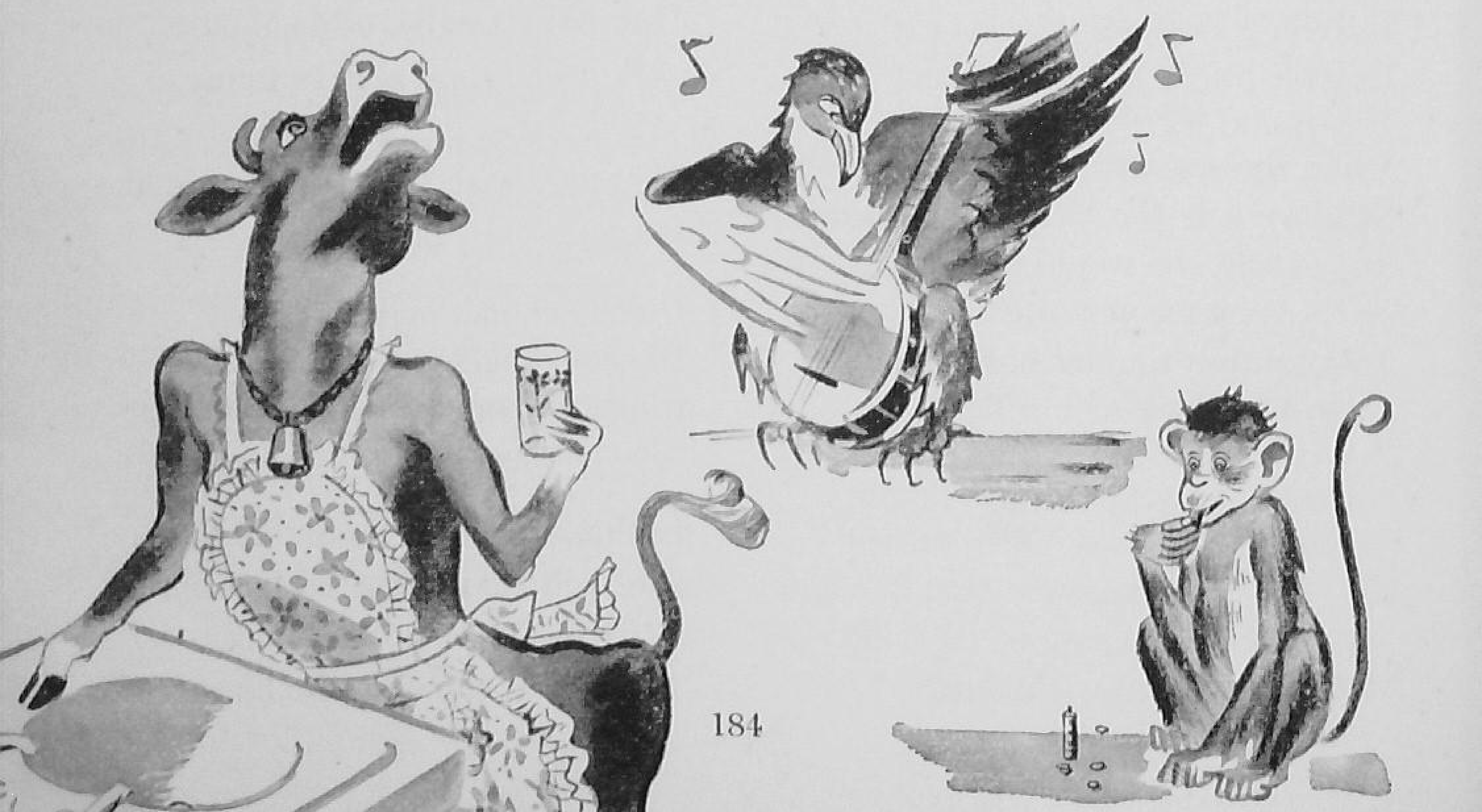
Once upon a time
A cricket lost its crick.

Once upon a time
A crow began to sing.

Once upon a time
A donkey met a stick.

What words can you think of that rhyme with each of these words?

1. ball
2. play
3. run
4. chair
5. man
6. cat



Working together

Think of two lines to go with each of these two lines:

(1)

Once upon a time
A cat began to play.

(2)

Once upon a time
A puppy threw a ball.

When your turn comes, give the stanza you made up. Listen to the stanzas that the other boys and girls give.

The stanzas may be put together to make a long jingle. Then it may be copied for the Class Poetry Book.

4. Writing a Poem of Your Own

To read to yourself

These poems were written by boys and girls of your age:

SPRINGTIME

I like the springtime
Because it is the birdies' sing time.

A GOOD NAME

My puppy's name is Blackie,
He's as black as black can be,
Why do I call him Blackie?
It fits him perfectly.

MY PUPPY

I have a little puppy
Who is so soft and white.
He sleeps in a basket
During the night.
And when he goes downstairs,
He makes a lot of noise;
Just like the wheels
On some of my toys.

Which lines in each poem do you like best? What pictures does each poem make you see? What sounds does one poem tell about?

To read and do by yourself

Find a poem that you like and think out one like it. You may wish to make yours like one of those you have just read.

If you write a poem like the one called *A Good Name*, you might begin with one of these lines:

1. My kitten's name is Fuzzy.
2. Our baby's name is Jimmie.
3. My dolly's name is Susie.
4. My dreams are always funny.
5. My brother has a bunny.

You may wish to make a poem like this one:

Little cloud, sail over treetops,
Little cloud, sail with the breeze,
Little cloud, sail over mountains,
Little cloud, sail over seas.

In thinking out a poem like the one above, you may want to begin with one of these lines:

1. Little star, shine on the house top.

2. Little bird, sing to the treetop.
3. Shining sun, light up the garden.
4. Bumble bee, buzz near the rose.
5. Gentle rain, fall on the flowers.

How would you finish a poem if you began it with these two lines?

Little star, shine on the house top,
Little star, shine on the tree.

Can you make a jingle like this one?

Poor Dog Bright
Ran off with all his might
Because the cat was after him;
Poor Dog Bright.

Poor Cat Fright
Ran off with all her might
Because the dog was after her;
Poor Cat Fright.

In thinking out a poem like *Poor Cat Fright*, you might begin with this stanza and then write another about *South Wind Strong.*

North Wind Strong
Blew stormy clouds along
Because the winter days had come;
North Wind Strong.

Or you may begin with this stanza and then write one about *Red Rose Bright*:

Sweet Pea White
Bloomed with all her might
Because a friend had cared for her,
Sweet Pea White.

Writing and using your poem

Say your poem to yourself. Make sure that you have used words that will help others to "see" the pictures and to "hear" the sounds that you try to tell about.

Now write your poem on a sheet of paper. Begin each line with a capital letter. If you are asked to do so, read your poem aloud to your class.

CHAPTER TWENTY-NINE

Getting Ready for a Party

1. Planning a Program

To read and think over

Think what your class might do to entertain your fathers and mothers and your friends at a party for them. Use this list to help you think of things to do on your program and of things to show your guests.

1. Playing the telephone game called *The Inquiring Reporter*
2. Choral reading of poems
3. Giving reports
4. Telling stories
5. Games for using words correctly
6. A "Good Speech Radio Program"
7. Class books of poems and stories
8. Written reports, stories, and riddles
9. Samples of art work

Working together

Help the class decide what shall be on the program and what shall be shown to the guests. Then help them choose:

(a) boys and girls to take part in the program; (b) others to greet the guests; and (c) someone to announce the numbers on the program.

2. Writing an Invitation

To read and think over

Think what should be said in an invitation to the party. These questions may help you:

1. What is going to happen?
2. Where and when will it happen?

Working together

Help the class tell your teacher what to say in the invitation as she writes it on the blackboard. It may look something like this:

Dear Father and Mother,

Our class is going to give a party in our room, Friday afternoon, May 20, at two o'clock. We shall be glad to have you come.

Jim

Copying the invitation

Copy the invitation that your teacher wrote on the blackboard. Use capital letters and punctuation marks where you see them.

Ask someone to check your paper while you check his. Then make a new copy if you need to.

Give or mail your invitation to the person to whom you wrote it.

3. Greeting Guests

To read and think over

When Mrs. Hopkins rang the bell Sue opened the door promptly. This is what was said at first:

SUE: How do you do, Mrs. Hopkins?

MRS. HOPKINS: How do you do, Sue? Is your mother at home?

SUE: Yes, she is, Mrs. Hopkins. Won't you come in and sit down? I'll call Mother.

Think what different things Sue did to be polite to her mother's guest.

If the caller had been a stranger, Sue would have greeted him pleasantly, but would not have invited him inside the house. Instead, she would have said, "Please wait. I'll call Mother."

Talking together

Help your class answer these questions:

1. In what ways was Sue polite to Mrs. Hopkins?
2. What things should you do and say when you greet at the door a friend who has come to your house to call on someone else in your family?
3. Why should you not ask a stranger to come in?
4. What should you say and do when you answer the doorbell and find a stranger at the door?

Dramatizing greetings

If you are asked to do so, help act out these greetings. Use the classroom door as the door of a house.

1. A friend calls at your house to see your mother.
2. A friend calls at your house to see your father.
3. A stranger calls at your house and asks whether your mother or father is at home.

Working together

Help your class decide what the boys and girls should say and do when they greet at the classroom door the guests who are to come to the class party.

If you are one of the boys and girls who was chosen to greet guests, help to act out what you should say and do when the guests come. Others in the class can take the parts of guests.

4. Introducing People

To read and think over

When Bob introduced Billy to his mother, he said, "Mother, this is Billy Owens. He is in my class at school."

Notice that Billy named his mother first. This was because she was a grown-up and Billy was not.

When Jim introduced his cousin, Frank, to Joan, he said, "Joan, this is my cousin, Frank Morton. Frank, this is Joan Perry. Joan is a good ball player."

Jim named Joan first because she is a girl and Frank is a boy.

When Helen introduced her father to Miss Howe, she said, "Miss Howe, this is my father. Miss Howe is my teacher, Daddy."

Helen named Miss Howe first because Miss Howe is a woman and Helen's father is a man.

Making a list of rules

Help your class to make a list of rules for introducing people as your teacher writes it on the blackboard. Here is a beginning:

INTRODUCING PEOPLE

1. When you introduce a boy to a boy, you may give either name first.
2. When you introduce a girl to a girl, you may give either name first.
3. When you introduce one young woman to another, you may give either name first.
4. When you introduce one young man to another, you may give either name first.
5. When you introduce a boy to a girl, give the girl's name first.

When Patty introduced Miss Howe to her grandmother, she said, "Grandmother, this is Miss Howe, our teacher. Miss Howe, this is my grandmother, Mrs. Hamilton."

Patty named her grandmother first because Mrs. Hamilton was much older than Miss Howe.

Think whose name you should give first in making these introductions:

1. A boy to a girl
2. A young man to an older man
3. A young woman to an older woman
4. A boy or a girl to a man or a woman
5. A man to a woman

Working together

If you are asked to do so, take part in acting out these introductions. Different boys and girls may take different parts.

1. A girl to a girl
2. A boy to a boy
3. A boy to a girl
4. A girl or a boy to your mother
5. Your father to your teacher
6. Your mother to your teacher
7. Your mother to the mother of a playmate
8. Your teacher to your grandmother

When you introduce one person to another, try to tell each of them something about the other so that they can start a conversation easily. Here are examples:

1. Sam is on our baseball team.
2. Judy plays the piano.
3. Mr. Owens is Billy's father.
4. Miss Howe is our teacher.
5. Mr. Stone teaches science.
6. Tom is one of my best friends.

When you are introduced to a person, shake hands with him.

Copying the rules

Copy the list of rules that is on the blackboard. Number each rule. Put a period after each number. Use capital letters and punctuation marks where you see them.

The class should choose a copy that is neat and correct for the bulletin board.

5. Practicing for the Program

To read to yourself

On the following page the class can find help in preparing things that were chosen to make up the program for the party. With the others in your class, do the things that you need to do to make the program a success.

Practicing "The Inquiring Reporter"

1. Decide with your class what news items shall be used in the game. These questions may help you:

(a) What interesting things has the class done in art and in other school work?

(b) What news can be told about the library corner, the aquarium, the garden, or the playground?

(c) What trips have the class taken?

2. With others chosen to take part, practice the game now. Use a pleasant voice and speak clearly. The class may tell the group how to improve their playing of the game.

Practicing reports and stories

If you are one of the group chosen to give reports or to tell stories, practice your part before the class. Use a pleasant voice and speak clearly. Ask the class to tell you how your work can be improved.

Practice in choral reading

1. Help your class choose the poems to be read aloud.

2. Practice reading the poems with the others in the class. Use a low pleasant voice. Keep in time with the others.

Practicing a word game

1. Help your class to choose the game they want to play in using words correctly.

2. Take part in practicing the game.

Practicing the radio game

1. If you are one of those chosen to take part in this game, help to decide what shall be said or read over the radio.

2. If you are one of those chosen, take part in practicing the game before the class. Try to improve your part if anyone tells you how you can do so.

6. Words of Opposite Meaning

To read and think over

As you can tell from the picture, the following story is not true, but you can make it true. Choose a word to use in place of each numbered word in the story. Choose it from the list that has the same number as the word in the story.

A SAD ACCIDENT

What (1) *a happy* accident has just happened to Jean's (2) *ugly* doll, Nancy! Jean went into the house and left Nancy sitting on the steps. Along came a (3) *weak* puff of wind and blew the doll off. When her head struck the walk, it was (4) *hardly scratched.* It can (5) *always* be mended.

Jean has just found her poor dolly. I think she is about to (6) *laugh,* for her face is all puckered. I don't blame her. The picture of the doll with a (7) *whole* head makes me feel (8) *glad.*

Copying the story

Copy the story and put in the words that you have chosen.

1. a fine
   a lovely
   a sad
   a queer

2. tiny
   large
   lovely
   dead

3. slow
   strong
   gentle
   quick

4. badly broken
   entirely safe
   nearly cracked
   quite upset

5. never
   easily
   surely
   certainly

6. giggle
   cry
   chuckle
   frown

7. broken
   mended
   sound
   good

8. unhappy
   amused
   funny
   strange

Talking together

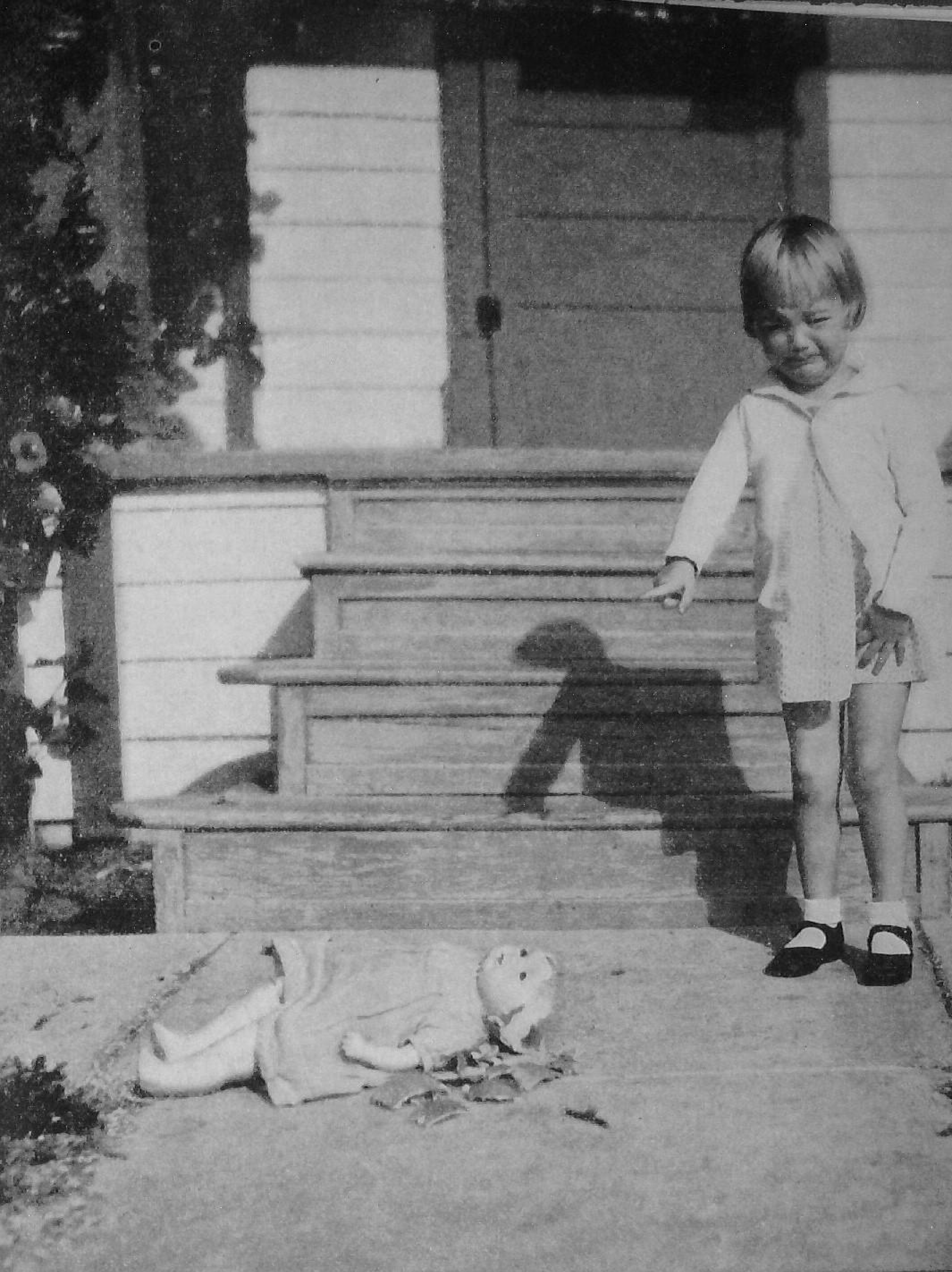
The class should choose someone to read his story one sentence at a time. They should then decide which word (or words) in each group is the opposite of the word in the story.

To do by yourself

Think of the meaning of the first word in each line below. Then, in the same line, find the word that is most like the first word in meaning. Write the pairs of words you choose.

surely	exactly	certainly	entirely
easily	hardly	quickly	readily
small	thin	little	slender
funny	amusing	ugly	puzzling
large	big	tall	thick
strange	unfamiliar	different	queer

Get someone to check your paper while you check his.



A SAD DISCOVERY!

Something to think about

How does Jean feel about her broken doll?

What do you think may have caused the doll to fall?

More Practice

I

To read and think over

Where are punctuation marks needed in the invitation given below?

May 14 1942

Dear First Grade

At half past two next Monday we will read our favorite stories Can you come to our room then We will have good things to eat

Mrs Barr's Class

To do by yourself

1. Make two lists of words that begin with capital letters in the invitation. In one, write each word that is a name or part of a name. In the other, write each word that begins a sentence or a greeting.
2. Copy the invitation. Use capital letters correctly. Put correct punctuation marks where they are needed.
3. Copy the following poem. Use capital letters and punctuation marks correctly.

WHERE GO THE BOATS?

Away down the river,
  A hundred miles or more,
Other little children
  Shall bring my boat ashore.

Checking your paper

You should have seven words in your first list, and three in the second.

Use these rules to find any mistakes you made in writing the invitation and the poem:

1. Put a period after each statement.
2. Put a question mark after each question.
3. Put a period after *Mrs.* or *Mr.*
4. Use a comma in a date to separate the day of the month from the year.
5. Use a comma after the greeting of a friendly letter.
6. Use a capital letter to begin the first word and each important word in the title of a poem.
7. Use a capital letter to begin the first word of each line of a poem.

Correct any mistake that you made.

II

To read and do by yourself

Number a paper from 1 through 31. After each number write the word that belongs in the blank with the same number.

More Practice

Choose NOTHING *or* ANYTHING:

Haven't you __1__ to do today?
Sue and I have __2__ to do.
Jack hasn't __3__ to play with.

Choose HE, SHE, *or* I:

Is Sam here, Tom?
__4__ and __5__ are playing with Sally.
Where is Sally?
__6__ and __7__ are hiding from Sam.

Choose ISN'T *or* AREN'T:

__8__ you going to play ball? __9__ the other boys going to the playground?

Some of them __10__. Jack __11__ going. Dick and Billy __12__ here.

__13__ we going to have a game? __14__ the others going?

They __15__ going until later. They __16__ going until the parade is over. __17__ you going to see the parade?

Billy and I __18__ sure about seeing the parade. He __19__ very well today.

Choose WASN'T *or* WEREN'T:

Why __20__ you at the circus? __21__ you and Sue in town today?

We __22__ out of town. We __23__ able to go to the circus. Our car __24__ working right. We __25__ able to get there. __26__ Mary and Betty there?

No, they __27__ there. Tom and Joe __28__ there. More than half the boys in our class __29__ there.

Why __30__ more of the boys and girls there? __31__ they interested in it?

Checking your paper

Use these rules to check your paper.

1. Do not use a *no word* or a *not word* with a word that ends in *n't*. Use *any* or *anything* instead of *none* or *nothing* with a word that ends in *n't*.
2. When you speak of yourself and another person, name the other person first. Say *Mary and I*, *He and I*, and *She and I*. Do not say *I and Mary*, *I and he*, and *I and she*.
3. The words *isn't* and *wasn't* are used to tell or ask about one person or thing. The words *aren't* and *weren't* are used to tell or ask about more than one person or thing. Always use *aren't* or *weren't* with *you*.
4. The word *ain't* is never correct.

Correct any mistake that you made.

III

To read and do by yourself

Number a paper from 1 through 36. After each number write the word that should be used in the blank which has the same number in the sentences that follow:

Choose DID *or* DONE:

Has Sally __1__ her problems yet?

She __2__ them yesterday. She __3__ them before school was out. She had __4__ hers before I __5__ mine. Have you __6__ yours?

I __7__ them this morning. Sam and I __8__ ours together. We __9__ them in about twenty minutes. He and I __10__ ours faster than Sue and Ann __11__ theirs. They __12__ theirs in an hour.

Choose WENT *or* GONE:

Has Joe __13__ yet, Mrs. Carr?

Yes, he __14__ to school early, Tom. He was __15__ before half past eight.

I wish he hadn't __16__ so early. We could have __17__ all the way together. Do you know whether Jim has __18__?

I don't think Jim has __19__. He hadn't __20__ when Joe __21__. Sue and Billy haven't __22__ yet. They would have __23__ with Joe if he hadn't __24__ so early.

Choose EAT, ATE, *or* EATEN:

Have you __25__ lunch, Mary?

Yes, I __26__ a half hour ago. I had __27__ before Mother __28__. Daddy __29__ with me. Have you and Ann __30__?

Choose GIVE, GAVE, *or* GIVEN:

Who __31__ you the new softball?

It was __32__ to me on my birthday. Aunt Polly __33__ it to me. She has __34__ me many things. She and Uncle Bill __35__ me this bat last year. The glove was __36__ to me at Christmas.

Checking your paper

Did you make any mistakes? Use these rules to help you check your paper:

> 1. The words *done* and *gone* are used correctly with a helping word such as *has*, *have*, and *had*. The words *did* and *went* are never used correctly with helping words.
> 2. The words *ate* and *gave* are used to tell or ask about something that has already happened. Do not use *eat* or *give* when you mean *ate* or *gave*.
> 3. The words *eaten* and *given* are used correctly with a helping word such as *has*, *have*, and *had*. The words *ate* and *gave* are never used correctly with a helping word.

Correct any mistake that you made.

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